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ABSTRACT

This is one of a set of five handbooks compiled by the Northwest Regional Educational Laboratory which describes the processes for planning and operating a total Experience-Based Career Education (EBCE) program. Processes and material are those developed by the original EBCE model--Community Experiences in Career Education or (CE)2. The area of operations to which this handbook is devoted is curriculum and instruction. There are nine sections. Curriculum Outcomes concerns general outcome goals and specific objectives for prescribing student performance. Learning Plan Negotiation focuses on prescribing individualized learning plans tailored to student needs, interests, abilities, and learning style. The next six sections describe planning and implementation procedures for these activities: career explorations, projects (individualized learning contracts), learning and skill-building levels (more extensive student involvement in projects and skill development activities at workplaces), competencies, student journals, and employer seminars. The final section describes EBCE's approach to using community learning resources. Each section has three basic parts: (1) review, including definition of the EBCE element discussed, purposes and underlying assumptions of that element, and people involved in delivering it; (2) steps to follow; and (3) narrative section explaining process behind each step. Extensive appendixes contain supplementary materials; an index to all the handbooks is also provided. (YLB)

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AN INTRODUCTION TO EBCE

Experience-Based Career Education (EBCE) is a fundamentally different type of education for secondary students. While students in traditional programs attend full-day classes at the high school, EBCE students spend a major portion of their time on learning projects in the community. Activities in EBCE are tailored to individual needs, abilities, learning styles and goals, and students are guided in their learning through ongoing relationships with a variety of working adults in the community.

Through real world interactions with adults, EBCE students learn about careers, about life, about other people, about themselves. In addition, students learn the basic skills of critical thinking, science, personal and social development, functional citizenship and creative development. They gain competence in the skills adults need to function effectively in a technological society. They learn to be responsible by helping design their own learning activities and by following a set of accountability standards that parallel the standards working adults are expected to maintain on the job.

Perhaps most importantly, students in EBCE learn how to learn: how to plan learning activities, how to find and use resources in the community and how to build on experience. Learning becomes for them a lifelong process with its own rewards directly related to each individual's personal choices and goals.

THE $(CE)_2$ PROGRAM

Since the fall of 1972, a model EBCE program has been operating in Tigard, Oregon, under the sponsorship and technical assistance of the Northwest Regional Educational Laboratory (NWREL) and with funding from the National Institute of Education (NIE). The Tigard version of EBCE--called Community Experiences for Career Education or $(CE)_2$--is a full-time educational alternative for youth in their junior and senior high school years. The program serves about 10 percent of the eligible student body at Tigard High School.

The majority of student learning takes place at sites in the southwest Portland metropolitan area. When students are not pursuing learning activities in the community, their home base is the $(CE)_2$ learning center. Staff at the learning center are not teachers in the traditional sense, but facilitators of student learning, helping students design and follow their own learning plans within a prescribed curriculum and program completion requirements. Volunteers at community sites serve major support roles in student learning. Policies for $(CE)_2$ are determined by a board of directors composed of students, parents, employers, labor leaders and school district representatives. When students leave (CE) they receive a unique portfolio displaying their community experiences and accomplishments, and upon completion of program requirements they receive a standard diploma from Tigard High School.

ACKNOWLEDGMENTS

NWREL gratefully acknowledges the talents and energy of the $(CE)_2$ staff and board, who worked in cooperation with the Tigard Public Schools and literally hundreds of students, parents, employers, union representatives and community resource people to give the EBCE idea substance and reality. Their work is the cornerstone of the program described on the following pages.

Special thanks are due to many individuals who conceived and developed the $(CE)_2$ project including Jerry Beier, Leo Myers, Virginia Thompson, Claudia Powers, Iva Boslough, Sandy Kannenberg, Herb Watson, Ken Wanner, Duncan Hunter, Lou Morehouse, Sue Cook, Dick Sagara, Andrea Hunter and Hal Stoltz.

Rex Hagans directed the NWREL EBCE program. Tom Owens, Harry Fehrenbacher, Joseph Haenn and Marshall Herron developed and conducted program evaluation.

The EBCE handbooks were coordinated by Larry McClure and written and edited by Nancy Anderson, Alan Baas, Terry Barraclough, Maggie Burton and Marcia Douglas. Program Evaluation was written by Tom Owens and Joseph Haenn and edited by Ruth Fredine Burt. Mari Van Dyke provided the illustrations in all five volumes.

All of these people are indebted to Corrine Rieder and the Education and Work staff of the National Institute of Education for their belief in the concept of EBCE and their support of its development.

THE EBCE HANDBOOKS

Based on $(CE)_2$'s experiences, NWREL has compiled a five-volume set of handbooks which detail how to set up and operate an EBCE program. These handbooks represent three years of development, revision and refinement of the original EBCE model. As with any ongoing program, processes and materials are continually being revised, both at $(CE)_2$ and in various school districts now implementing all or parts of the program.

Each of the handbooks is devoted to a particular area of operations: Management & Organization, Curriculum & Instruction, Employer/Community Resources, Student Services and Program Evaluation. A program brochure complements the handbooks and provides an introduction to EBCE. The brochure contains general information about the EBCE curriculum, key program elements and evaluation findings. Contents of the individual handbooks are summarized below.

MANAGEMENT & ORGANIZATION

Management & Organization treats overall operational considerations for an EBCE program: how such a program is organized, governed, staffed and made visible to the public and how everyday program business is managed. The handbook is divided into four sections:

> "Program Planning & Governance" outlines the steps for setting up and operating an EBCE program, including community involvement in program planning, suggestions for surveying potential support, meeting legal and educational requirements, securing program approval and providing an adequate base for policymaking.
>
> "Personnel" describes the general staff functions that are needed to operate an EBCE program. It also suggests procedures and considerations for recruiting and selecting staff, determining salaries and benefits, establishing working conditions, orienting staff and providing staff development.
>
> "Business Management" discusses such operational details as budgets, financial reports, office procedures, insurance, health and safety provisions, facilities and transportation.

"Community Relations" suggests strategies for introducing EBCE to the community and meeting the ongoing information needs of various audiences, both internal and external, including board members, staff, students, parents, business and labor, the educational community and the community-at-large.

CURRICULUM & INSTRUCTION

Curriculum & Instruction covers the content and processes of student learning in EBCE and the resources a community-based program makes available to students. There are nine sections to this handbook:

"Curriculum Outcomes" provides basic definitions of key curriculum elements and describes what students learn while in the program; the section includes general outcome goals and specific objectives to help staff prescribe for student performance in three broad areas: Life Skills, Basic Skills and Career Development.

"Learning Plan Negotiation" focuses on techniques for individualizing student goal setting and prescribing learning plans tailored to each student's needs, interests, abilities and learning style. Topics in this section include program requirements, accountability standards, assessment, learning site analysis and negotiation of learning activities.

"Career Explorations" describes planning and implementation steps for students' first experiences at workplaces in the local community.

"Projects" describes planning and implementation steps for developing individualized learning contracts with each student that combine activities in Life Skills, Basic Skills and Career Development.

"Learning & Skill Building Levels" describes planning and implementation steps for more extensive student involvement in projects and skill development activities at workplaces in the community.

"Competencies" describes planning and implementation procedures for insuring that students acquire the essential survival skills needed to function in today's society.

"Student Journals" describes planning and implementation procedures for encouraging student use of journals as a means of reflecting on personal experiences and building trust relationships with staff.

> "Employer Seminars" describes planning and implementation steps for utilizing community representatives in large group student seminars on important career development topics and issues.
>
> "Learning Resources" describes EBCE's approach to using the community as a vast resource for student learning and details procedures for finding, accessing and using learning resources.

EMPLOYER/COMMUNITY RESOURCES

Employer/Community Resources treats the establishment, maintenance and use of the network of employer and community sites at which most student learning activities take place. This handbook consists of three sections:

> "Site Recruitment" details procedures for involving employers and other community site personnel in the EBCE program. Topics include the role and functions of the employer instructor, estimating the necessary number and types of sites, incentives for participating in EBCE, identifying and contacting potential learning sites and adding sites to the network.
>
> "Employer Instructor Development" describes how participating site personnel are prepared for EBCE responsibilities. The section focuses on planning and conducting development sessions to give site personnel the information and training they need to work effectively with students.
>
> "Site Utilization" deals with the use of employer and community volunteers and sites to deliver student learning. Included are procedures for assessing the educational potential of individual sites (learning site analysis), supporting employer instructors as they work with students (site maintenance) and exchanging information among staff and between staff and site personnel, as well as staff responsibilities for working with site personnel.

STUDENT SERVICES

Student Services covers considerations and procedures for admitting students to the program, keeping records of student work, credentialing students when they leave the program and supporting individual student growth. The handbook is divided into three sections:

"Program Entry/Exit" details alternatives for enrolling students in the EBCE program and preparing them for a new type of education. Topics discussed in this section include criteria and timelines for student recruitment and selection, recruitment presentations, selection procedures, orientation sessions, transfer into and out of the program and program completion.

"Student Records" covers procedures and considerations for collecting, recording, interpreting and reporting information on student progress through the EBCE program. Sample forms are displayed, including a student credential that provides a permanent record of student performance consistent with the individualized nature of EBCE. The section also includes a discussion of the confidentiality of student records.

"Guidance" concerns those services, processes and interactions that help students understand and benefit from their individual experiences. This section includes discussion of program year action zones, the student accountability system, zone progress meetings, zone debriefings and referral to outside agencies.

PROGRAM EVALUATION

The Program Evaluation handbook contains two sections:

An "Overview" sets the background for understanding EBCE evaluation and how it relates to other elements of the program. A glossary of key evaluation and EBCE terms used in this handbook is provided.

"Steps to Follow" organizes the evaluation process into an easy-to-follow sequence of steps. The checklist which begins this section provides a useful guideline for the busy evaluator, administrator or program staff member. Each step in the checklist is keyed to a portion of the following narrative, which supplies details and discussion for each point.

Student Services and Program Evaluation also include sections of appropriate reproducible materials which school districts may duplicate and use in their own EBCE programs.

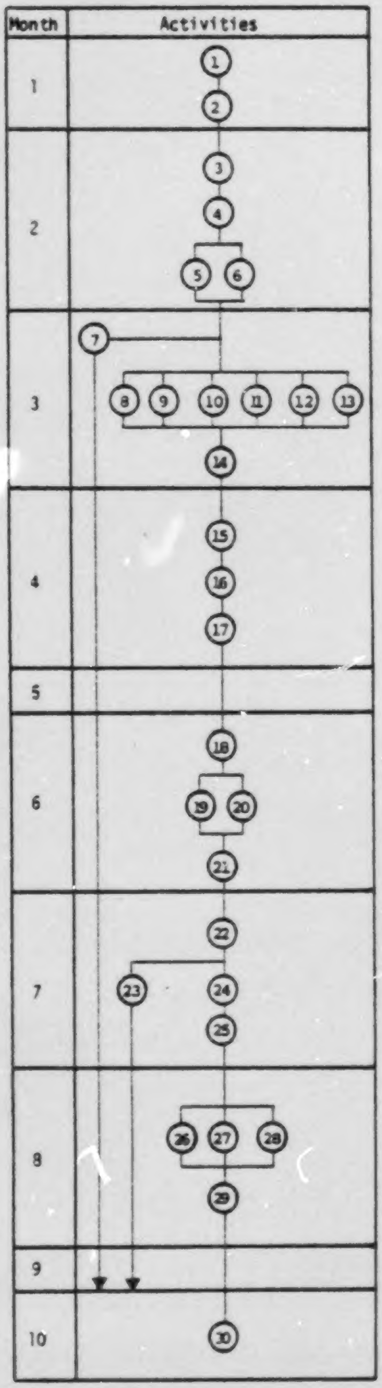
HOW TO USE THE HANDBOOKS

The EBCE handbooks are designed for easy access to "how-to-do-it" information. Each handbook section has three basic parts:

1. The PREVIEW (colored page at the beginning of each section) includes a definition of the element of EBCE discussed in the section, the purposes and underlying assumptions of that program element and the people involved in delivering that portion of EBCE. The Preview may also include a statement of the relationship between that program element and other aspects of EBCE.
2. STEPS TO FOLLOW is a colored page suggesting a step-by-step sequence for planning and implementing the program element.
3. A NARRATIVE SECTION (on white paper) explains the process behind each step. This section usually contains background information based on $(CE)_2$'s experiences and may suggest alternative courses of action. CROSS-REFERENCES guide the reader to related material located elsewhere in the handbooks.

Each handbook also has APPENDICES of materials to supplement the information in the handbook, and an INDEX for all the handbooks to help users locate information.

TIMELINE FOR EBCE PLANNING



Activities

1. Attend EBCE awareness presentations
2. Prepare EBCE information materials
3. Select and orient planning group
4. Attend training session
5. Conduct survey of community interest
6. Prepare first draft budget and staffing plan
7. Begin presentations to key groups
8. Secure initial employer commitments
9. Designate support system needs
10. Prepare curriculum design
11. Design student recruitment procedures
12. Prepare evaluation design
13. Prepare overall management plan
14. Prepare final budget and staffing plan
15. Secure planning group approval of total plan
16. Secure school board approval
17. Secure state agency approval
18. Establish formal advisory group
19. Select staff
20. Select students
21. Select EBCE facility
22. Orient new staff
23. Begin signup for specific employer sites
24. Occupy EBCE facility
25. Attend training session
26. Finalize curriculum delivery system
27. Establish student services system
28. Finalize management system
29. Obtain/print supplies, materials, forms
30. Begin program

This planning timeline lists key activities in preparing to operate an EBCE program. Details on activities can be found in the EBCE handbooks developed by NWREL, as referenced on the following page. Information about training sessions is also available from NWREL.

TIMELINE REFERENCES

Each EBCE handbook backs up the general planning timeline with details and facilitating steps, as referenced below:

TIMELINE STEPS	HANDBOOK TITLE & SECTION
3, 5, 15-18	Management & Organization, "Program Planning & Governance"
6, 13, 14, 28	Management & Organization, "Program Planning & Governance," "Personnel," "Business Management"
2,7	Management & Organization, "Community Relations"
8, 23	Employer/Community Resources, "Site Recruitment"
9, 21, 29	Management & Organization, "Business Management"
10, 26	Curriculum & Instruction
11, 20, 27	Student Services
12	Evaluation
19, 22	Management & Organization, "Personnel"

CURRICULUM OUTCOMES

LIFE SKILLS
CAREER DEVELOPM
BASIC SKILLS
π-Y=

CURRICULUM OUTCOMES

The EBCE curriculum offers high school students an integrated, comprehensive education that facilitates their transition from youth to adulthood by

1. defining broad goals and specific learning objectives in the life, basic and career skills necessary for participating successfully in today's society and
2. specifying and providing for the planning and monitoring of learning strategies that deliver an individualized program of experiential learning through use of employer and community sites.

EBCE PURPOSES

EBCE's specific educational purposes are set forth in the program's Outcome Goals (pages 14-16). From a broader point of view, EBCE combines both traditional and innovative educational practices and concepts to

1. provide a comprehensive educational program that can exist alongside traditional high school curriculums and serve as an alternative students may choose to meet their particular learning goals
2. develop individualized learning techniques that take into account each student's unique learning rate and style as well as individual interests, needs and abilities
3. expose each student to many opportunities for examining and learning more about career alternatives and the issues and problems related to finding satisfying employment
4. capitalize on the possibilities of experiential "learning by doing" activities as a way of instilling greater relevancy and personalization into the educational process
5. actively utilize community people and resources to better respond to both program and individual student needs and goals

6. encourage students to increase both their career and lifestyle decision making skills through intensive participation in the planning of their individual learning

7. focus on the underlying processes and skills necessary for students to manage and direct their own learning throughout their lives

8. combine learning experiences from all curriculum areas in such a way as to help students better perceive the interrelatedness of learning and its connection to their specific interests and goals

THE PEOPLE INVOLVED

EBCE involves the entire community in its design and operation. Adults from the community, parents, students and program staff work together in agreeing on program purposes and refining the techniques and resources necessary to implement individualized learning suitable to the students and community served by the program.

RELATIONSHIP OF CURRICULUM & INSTRUCTION TO TOTAL EBCE DESIGN

Curriculum & Instruction details the content and strategies for the EBCE curriculum delivery system. It is intended to be used in conjunction with three other handbooks:

> Employer/Community Resources (explains the network of employer and community locations for student learning and a system of procedures for interfacing individual student activities with specific sites and people in the community)
>
> Student Services (gives several systems for assisting student learning directly on an individual basis including methods for recruiting, selecting and orienting students, EBCE-specific guidance techniques and procedures for recording and credentialing student performance)
>
> Management & Organization (presents systems for business management, internal and external relationships and policymaking)

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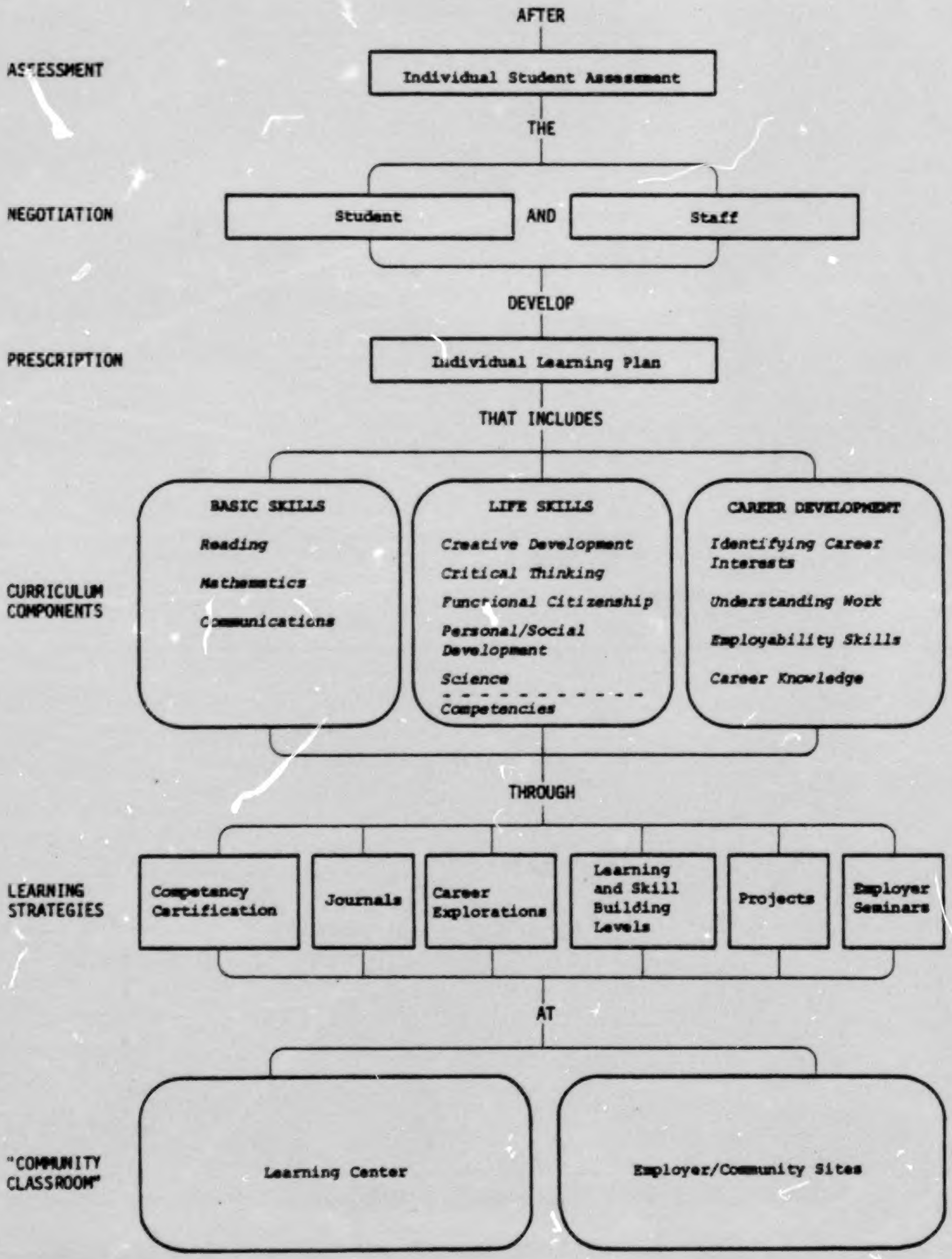
Steps to Follow for Curriculum Design

		page
1	Agree on a glossary of basic definitions of curriculum components and instructional processes	7
2	Specify program outcome goals to be achieved by the curriculum	14
3	Agree on the people who will be involved in curriculum and instruction	17
4	Establish methods and objectives for delivering learning in the Life Skills curriculum component	19
5	Establish methods and objectives for delivering learning in the Basic Skills curriculum component	24
6	Establish methods and objectives for delivering learning in the Career Development curriculum component	31

THE EBCE LEARNING PATH


AFTER
ASSESSMENT
Individual Student Assessment
THE
NEGOTIATION
Student
AND
Staff
DEVELOP
PRESCRIPTION
Individual Learning Plan
THAT INCLUDES
CURRICULUM COMPONENTS
BASIC SKILLS
Reading
Mathematics
Communications
LIFE SKILLS
Creative Development
Critical Thinking
Functional Citizenship
Personal/Social Development
Science
Competencies
CAREER DEVELOPMENT
Identifying Career Interests
Understanding Work
Employability Skills
Career Knowledge
THROUGH
LEARNING STRATEGIES
Competency Certification
Journals
Career Explorations
Learning and Skill Building Levels
Projects
Employer Seminars
AT
"COMMUNITY CLASSROOM"
Learning Center
Employer/Community Sites

1 Agree on a glossary of basic definitions of curriculum components and instructional processes.

WHAT STUDENTS LEARN

The content of EBCE learning is individualized on the basis of each student's unique learner characteristics, personal goals and educational needs. Staff are guided in their negotiation of individual student learning plans by program outcome goals and, as necessary, learning objectives for each of three broad curriculum components.

Curriculum Components

The curriculum components (Life Skills, Basic Skills and Career Development) sketch broad guidelines for negotiating activities, resources and criteria that respond to individual student needs and interests. The components define skills considered important for every person to master; they are the organizers around which the individual content of each student's learning is planned. No two students will learn exactly the same facts or even apply the same skills in exactly the same situations. All students, however, are expected to increase their proficiencies in the general sets of skills established for each component by practicing those skills in a variety of ways that they choose in large part for themselves.

Life Skills

The Life Skills component organizes learning in the attitudes, information and techniques needed to survive in life and to find satisfaction and meaning as a changing individual and contributing member of society. Student growth in the Life Skills areas should enable the young person to more effectively bring together the roles of citizen, family member and worker. Life Skills learning includes practice in applied Basic Skills and helps students assimilate and make decisions about their many Career Development experiences. (See page 19.) There are six Life Skills areas in which student learning is prescribed:

> Creative development works with the person's potential for challenging limits and making meaning out of life.
>
> Critical thinking builds on basic common sense and helps students use simple problem solving skills in planning all aspects of daily living.

Functional citizenship deals with the knowledge and processes necessary to be more effective in our society's governing systems.

Personal/social development focuses on refining the person's sense of self and others as a very real and reciprocal relationship fundamental to human life.

Science deals with the use of scientific methods and procedures to analyze technology's impact on natural environments and cultural values.

Competencies are the logistical elements of living today, the survival skills needed to navigate the modern world. They include abilities such as driving an automobile and maintaining physical health and are based directly on input from the local community regarding its particular needs and expectations. (See page 331.)

Basic Skills

The Basic Skills component concentrates on the reading, mathematics and communications skills essential to performing tasks and functions students encounter in the program and in adulthood. Basic Skills learning occurs primarily through applied tasks in Career Development and Life Skills activities negotiated individually with each student and practiced at community sites. As necessary, intensive programs are used for improving fundamental skills--that is, skills necessary before applied tasks can be performed. (See page 24.)

Career Development

The Career Development component helps students identify, assess and refine career information and skills through realistic experiences with people and places in the community. Career Development learning is integrated with Basic Skills and Life Skills activities to emphasize the relationships among career goals, educational choices and lifestyle aspirations. (See page 31.)

Program Outcome Goals

Program outcome goals define EBCE's expectations for what students will learn. They are based on the program's assessment of the elements necessary for a comprehensive education and reflect input from various community representatives to insure applicability to the needs and conditions of the locality served by the program. For staff, outcome goals serve as guidelines for planning and evaluating the effectiveness of student learning in each curriculum component. For students and the community, they constitute a statement of the program's educational intent. (See page 14.)

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Learning Objectives

Learning objectives are used in two senses in EBCE. For the Life Skills and Career Development components, preset learning objectives define the kinds of learning students should experience in those areas. For Basic Skills the program defines outcome goals but does not attempt to further establish group norms, preferring instead to negotiate individual objectives that best reflect both the student's present abilities and future goals.

Learning objectives are also derived for each community site participating in EBCE so that student onsite learning can be prescribed to reflect specific opportunities available at individual workplaces. (See "Learning Site Analysis," page 11.)

Program Completion Requirements

EBCE requirements for students graduating from the program are couched largely in performance terms which specify numbers and types of activities to be completed. Individual content requirements are negotiated with each student to relate curriculum goals with the kinds of information and skills that particular young person needs to continue pursuing personal career and lifestyle goals on a lifetime basis. EBCE's requirements are as follows:

> Each year, students must complete ten projects, two in each Life Skills area.
>
> All thirteen competencies must be completed by all students (whether they enter as juniors or seniors).
>
> Each year, students must complete a minimum of five career explorations and generally demonstrate adequate use of employer/community site resources and opportunities to the satisfaction of staff and employer instructors.
>
> Waiver Clause: Any of the above requirements may be modified or waived on the written recommendation of a staff member and approval by the program administrator.

HELPING INDIVIDUALIZE STUDENT LEARNING

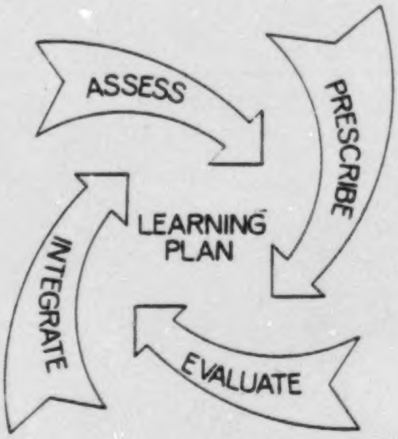
Planning and monitoring activities described below include all those actions and events necessary to assess, prescribe and evaluate individual learning plans for each student and to help the student integrate learning experiences into a unified sense of self and direction. They also insure that each student's activities are commensurate with both individual goals and interests and program expectations.

Learning Plans

Learning plans are well-analyzed, sequenced sets of learning activities individually negotiated with students to move them toward clearly defined learning goals. Learning plan development is an ongoing process by which learning is structured and goals are refined for each student throughout the program year.

Learning Plan Cycle

The learning plan cycle describes a logical pattern that is reflected in virtually all student/program interactions and is repeated constantly through the development of individual learning plans. The cycle guarantees consistency of treatment among all student learning activities and includes four basic phases:



ASSESSMENT: the gathering and continual updating by staff and student of diagnostic information about each student's learning style, interests and abilities.

PRESCRIPTION: the planning of individual activities, resources and criteria for learning strategies based on individual assessment data and negotiated to meet both individual and program goals.

EVALUATION: judging performance of learning strategies and general growth in terms of each student's expressed goals and assessed abilities.

INTEGRATION: helping students reflect on and synthesize learning experiences and refine self-concepts and career/lifestyle goals as part of a total growth process. (See page 44.)

Negotiation

The concept and practice of negotiation is absolutely essential to EBCE. In a broad sense, the spirit of negotiation characterizes the atmosphere within which students and adults continually exchange ideas, observations, information and opinions. More specifically, it is a tool which everyone in EBCE can rely on in the course of making decisions about student learning plans and student behavior in general. It occurs throughout the learning plan cycle as activities and criteria are developed that match the goals and expectations of the student, the program and the community.

Accountability

The Student Accountability System is a set of standards and expectations for student behavior and performance. It also identifies a sequence of conferences to be followed when an individual student action conflicts with an accountability standard. Through these conferences courses of action are negotiated that accommodate the rights and responsibilities of both the student and the program. (See page 77.)

School Year Action Zones

School year action zones are a way of making clear to students the importance of managing their time wisely while in an individualized program such as EBCE. The school calendar is broken into nine action zones. For each zone tasks are recommended that students should complete for that portion of the year. Students are not strictly required to meet all expectations listed in an action zone but must use the zones as a basis for negotiating target dates that will enable them to finish all activities required each year by the program. (See page 81.)

Learning Site Analysis

As an important preparation for prescribing individualized learning in the community, staff complete a Learning Site Analysis Form (LSAF) for each site active in the EBCE employer network. LSAF information is gathered in interviews with employer site personnel and includes specification of materials, tools, equipment and job-related tasks students may encounter at sites. LSAFs are used to develop site-specific learning objectives that in turn are built into student project activities. (See page 72.)

Learning Resources

People, places and materials in the community itself form the major portion of learning resources used by EBCE students as they complete their individual learning plans. Supplementary materials and detailed reference files of available community resources are kept at the program's learning center. (See page 477.)

HOW STUDENTS LEARN

Individual EBCE learning strategies combine experiences in Life Skills, Basic Skills and Career Development and help students achieve the kinds of growth outlined in the program's outcome goals for each area. All strategies reflect the EBCE concept of learning as the process of integrating knowledge and experiences from many areas and encourage students to become self-directed learners who regard their education as an ongoing and lifetime process. Taken together they comprise the student's individual learning plan and their implementation should follow the basic learning plan cycle of assessment, prescription, evaluation and integration.

Career Explorations

Career Explorations are three- to five-day student encounters with the people and job tasks related to occupations that interest them. At community sites of their choice, students complete Exploration Packages that help them practice investigation and assessment techniques they can use in career planning throughout their lives. (See page 105.)

Projects

Projects are individualized, problem-centered guides to help students blend learning objectives from Life Skills, Basic Skills and Career Development in activities performed largely at community sites of their choice. Project design and processes encourage students to manage their own learning and to perceive the relationships among personal goals, career options and specific knowledges and skills. In effect they are the "starting blocks" and "direction finders" students use to define and pursue immediate learning goals and to examine and refine broader career/life aspirations. (See page 189.)

Learning and Skill Building Levels

Both learning and skill building levels enable students to follow through on their career explorations of community sites by returning for longer and more indepth learning experiences. Both types of site use involve the student extensively with the people, equipment and other resources available at workplaces in the community.

On learning levels students gain practice in job skills through skill development activities and achieve Life Skills and Basic Skills objectives through individualized projects negotiated for each site. On skill building levels the student commits to a training program in the entry-level skills needed for employment in a given occupation. Projects are optional for skill building levels. (See page 277.)

Competency Certification

Competency certification is the process whereby students demonstrate their proficiency in various survival tasks such as driving an automobile, filling out tax forms, establishing a bank account. Students manage their own use of resources and scheduling of appointments with members of the local community who serve as competency certifiers. (See page 331.)

Student Journals

The journal is a way for students and staff to share thoughts and feelings with each other through a series of journal entries written and responded to on a regular basis over an extended period of time. Journals also help staff to assess and deal with student writing and communication abilities and to generally support student growth. (See page 411.)

Employer Seminars

Employer seminars are regular meetings of students with employers and other community people to discuss career development topics. The seminars help students better perceive issues and trends occurring nationally through frank discussion with individuals from the local community who are impacted directly by such issues as the changing work ethic, job discrimination, retirement and career mobility. (See page 455.)

2 Specify program outcome goals to be achieved by the curriculum

Program outcome goals define EBCE's expectations for what students will learn. They are based on the program's assessment of the elements necessary for a comprehensive education and reflect input from various community representatives to insure applicability to the needs and conditions of the locality served by the program. For staff, outcome goals serve as guidelines for planning and evaluating the effectiveness of student learning in each curriculum component. For students and the community, they constitute a statement of the program's educational intent.

The goals are in four categories. The first three--Life Skills, Basic Skills and Career Development correspond to the three curriculum components on the basis of which individual learning objectives and activities are negotiated for each student. The last category--experiential outcomes--sums up other areas of growth important to a young person's transition to adulthood. While not necessarily addressed as specific objectives in a student's learning plan, experiential outcomes occur in a very real way as a result of student interactions with EBCE people, processes, concepts and places.

LIFE SKILLS

Critical thinking: increased ability to gather, analyze and interpret information and seek solutions to problems

Science: increased recognition and application of scientific procedures and methods, particularly in the analysis of technology's impact on natural environments and cultural values

Personal-social development: increased ability to understand and accept responsibility for self, personal behavior and effects of actions and attitudes on others

Functional citizenship: increased understanding and application of democratic processes in interpersonal actions and in the private sector as well as in local, state and federal government

Creative development: increased ability to identify and participate in creative processes to blend new and existing materials, ideas or concepts into unique forms or experiences

Competencies: ability to perform survival tasks necessary to economic, planning, legal/political, health/safety, property maintenance, recreational and occupational aspects of modern life

BASIC SKILLS

Fundamental basic skills: increased proficiency in reading, writing, oral communication and mathematics

Applied basic skills: increased ability to perform applied skill tasks related to careers of interest and identified on employer sites

Lifetime basic skill development: increased understanding of how Basic Skill needs vary as careers vary and how to adjust to meet skill levels required by careers of interest

Everyday basic skill application: increased willingness to apply Basic Skills to work tasks and to everyday problems

CAREER DEVELOPMENT

Identifying career interests: increased knowledge of personal aptitudes, interests and abilities as applied to potential career interests

Understanding work: increased knowledge of social, governmental and economic issues and trends in the world of work

Employability skills: increased dependability and general skills in job finding, job application and on-the-job negotiations necessary in daily work interactions

Career knowledge: increased knowledge of financial and psychological inducements, preparation needs and available preparation programs in potential careers

EXPERIENTIAL OUTCOMES

Gathering information: ability to assess many sources (people, places, materials, events) in gathering information for work and decision making

Communication with adults: ability to demonstrate self-confidence and understanding in two-way communication with adults

Initiative: ability to initiate and take responsibility for actions

Understanding others: ability to trust, to be open to change, and to respect differing values in people and institutions

Decision making: ability to use total sensory system in decision making

Preparation for adulthood: ability to assume adult responsibilities and relationships in a positive and self-confident manner

CROSS-REFERENCES

The Life Skills component is described more fully in Item 4 of this section, pages 19-23.

The Basic Skills component is dealt with in Item 5 of this section, pages 24-30.

The Career Development component receives attention in Item 6 of this section, pages 31-35.

Discussion of experiential outcomes is introduced as appropriate throughout this handbook.

3

Agree on the people who will be involved in curriculum and instruction

EBCE curriculum and instruction depends on the cooperation of many different people, including staff, students, parents, community site personnel and many others from the community who volunteer to serve as resources for student learning. Below we offer a brief summary of the roles of various program participants. Further explanation of these roles appears as appropriate throughout this handbook.

NOTE: "Personnel" in Management & Organization and the handbook on Employer/Community Resources give additional information concerning staff roles and the use of employer instructors.

PROGRAM STAFF

Learning managers are based at the learning center and are responsible for negotiating the major portion of each student's individual learning plan. Learning managers work with students to design projects, discuss educational and career alternatives and plan target dates and strategies for meeting program learning requirements. Learning managers also serve as correspondents for student journals.

Employer relations specialists are liaisons between staff at the EBCE learning center and employer instructors in the community. They help students select sites and assist as necessary in student learning activities in the community. They also monitor student performance and give support to employer instructors.

The learning resource specialist is a learning center staff person responsible for overseeing student use of learning resources--both in the community and at the learning center. This staff person is also responsible for coordinating the recruitment and student use of competency certifiers.

The student coordinator is also based at the learning center and is responsible for facilitating various assessment procedures. The student coordinator also serves as liaison between the program and other schools (for transcript/records purposes) and helps interface student and staff work in various learning strategies with broader program goals relating to the student's personal growth.

The program administrator is responsible for administering the program and overseeing the curriculum by insuring that learning activities are valid within the intent of the program and that staff response to individual situations reflects the program's mission and goals.

The program should also have several support staff to perform clerical and secretarial duties. They can be of invaluable assistance to staff and students by maintaining accurate records of each student's activities and performing other services necessary to the program's operation.

COMMUNITY PARTICIPANTS

All adults in the community can serve as resources for helping EBCE students achieve their learning objectives. Librarians, shopkeepers, zoo guides, museum curators, agency employees--the list goes on indefinitely--may be contacted by students or staff for help in specific activities. In addition to serving as a general pool of resources, there are several specific roles community people may perform in EBCE if they wish to commit themselves over longer periods of time:

Employers can volunteer to open their sites for community learning and/or to participate in special program seminars, curriculum task forces and so forth.

Employer instructors are those individuals at participating sites who work with students on a daily basis, sharing experiences, giving advice and instruction and verifying performance. Most often, they will be working with students on career explorations and learning levels, but they can also help with skill building levels and special placements or serve as tutors if they have the time.

Competency certifiers are people from the community with expertise in specific competency areas who work with students to help them achieve proficiency in the various competencies identified in that Life Skills area. While certifiers are only expected to certify when a student has demonstrated proficiency in a competency, many certifiers also help students during their preparation by giving advice, conducting information seminars and so forth.

Tutors are individuals from the community, both paid and volunteer, who help individual students with specific learning needs. These may be employer instructors, college students, teachers, businessmen--whoever has the time and willingness to help.

4

Establish methods and objectives for delivering learning in the Life Skills curriculum component

The Life Skills component organizes learning in the attitudes, information and techniques needed to survive in life and to find satisfaction and meaning as a changing individual and contributing member of society. Student growth in the Life Skills areas should enable the young person to more effectively bring together the roles of citizen, family member and worker. Life Skills learning includes practice in applied Basic Skills and helps students assimilate and make decisions about their many Career Development experiences.

THE LIFE SKILLS ARE PROCESSES

The Life Skills are the processes we use to shape our life experiences, reflect on and gain better knowledge of ourselves and assess and act on our perceptions of the world. They are ways by which relationships between the self and the world can be refined as we seek out new dimensions and possibilities for actualizing our individual lives--both personally and as members of society. Through the Life Skills, EBCE tries to address what is unique and different in each person at the same time as it helps students acquire common skills necessary for all people.

The actual content of each Life Skill area will be unique for each student and should constitute highly personal learning encounters that serve the interests and fancy of the individual. The Basic Skills and Career Development components are directed more toward insuring that students are equipped with the skills society expects of its functioning adults. The Life Skills, while reflecting the kinds of expertise considered important to the educated person, begin with an affirmation of the dynamic, developmental nature of human growth and change and concentrate on experiences that will enable young people to find the kinds of happiness and growth that best suit their personalities and capabilities.

Finally, since these skills last throughout our lifetime, "mastery" is not the same as passing a course by examination or memorizing a given content area (although such tasks will often enter into Life Skills activities). Rather, as students come to apply these skills in different kinds of situations and for changing purposes, their mastery will increase in proportion to their personal growth and experiences.

METHODS AND OBJECTIVES

In five of the Life Skills areas students individually negotiate the content and direction of their learning:

Creative development
Critical thinking
Functional citizenship
Personal/social development
Science

In each of these areas the student and learning manager plan individual project activities that build on present abilities and move the student toward his or her life and career goals. As much as possible, projects are implemented through career exploration and learning level experiences at sites in the local community.

In negotiating projects, staff make reference to learning objectives developed by the program and experts from the community to further delineate expectations for each Life Skill. These learning objectives are seldom translated directly into projects; rather they serve as guidelines to help students and staff develop activities that are appropriate to the kinds of learning the program and community perceive as important to each Life Skills area.

NOTE: Learning objectives and brief discussions of EBCE's approach to each Life Skills area are printed in Appendix A. The same appendix displays sample predesigned projects for each area and is intended to serve learning managers as a working reference tool for use in negotiating student projects.

The Competencies

The last Life Skills area, the competencies, consists of skills identified by the local community that all students will need as adults. The competencies are not negotiable in content. Students are, however, free to manage their own preparation and scheduling for certification in each of the competencies. Objectives for the competencies appear as activities and criteria for student performance of each competency and are printed in the student competencies workbook on pages 359-407.

DELIVERING LIFE SKILLS LEARNING

Student Life Skills projects combine learning in Basic Skills and Career Development activities through the same cycle of events that underlies all EBCE educational planning: assessment, prescription, evaluation and integration. Following is a brief summary of these events from the point of view of Life Skills projects and competency certification.

Assessment

Initial assessment of student Life Skills abilities and interests occurs through a combination of

1. personal interviews between the student and learning manager in which learning styles, preferences and interests are discussed

2. inspection by the learning manager of the student's previous transcript data and conclusions drawn concerning how specific course work and experiences may translate to the Life Skills areas

Subsequently, the student's performance of a first project in each Life Skills area gives the learning manager a substantive basis for judging the student's achievement and comprehension.

Because Basic Skills and Career Development activities are built into each project, assessment information for those components is also discussed with the student. These data are drawn from testing, transcripts and staff observations.

The competencies are set up so that students can assess for themselves whether or not they can perform the expected activities according to the criteria given them for each competency.

Prescription

Every student must complete two projects in each Life Skills area (except the competencies) each program year. For each area, one project is predesigned to insure that all students address the most important objectives in that area. The other is individually negotiated to allow students the greatest possible freedom to plan learning activities that are commensurate with their unique interests and abilities.

Students generally complete the predesigned project for a Life Skill before starting an individually negotiated project in that area. This order may be reversed, however, depending on negotiation between the student and learning manager. Instead of a second critical thinking project, the student may obtain credit for that area by completing a "critical thinking wrap-up activity" for each of the other projects.

In negotiating each project, student and learning manager agree on the following elements:

1. activities aimed at certain objectives in the Life Skills area and usually connected to Career Development activities at community sites

2. suggested resources to be used in completing each activity

3. products and criteria for evaluating performance of each activity and designed to give practice in specific Basic Skills appropriate to the student's assessed needs and abilities

Project prescriptions are linked with employer site activities in the community (career explorations and learning levels) by means of a Learning Site Analysis Form completed for all sites visited by students. The form includes places for the site's employer instructor to indicate specific Life Skills that can be pursued at each site and to define each job task in terms of Basic Skills and activities the student might perform.

Prescriptions (activities and criteria) for the competencies are preset for all students and given them in a workbook form at the beginning of the year. All students must complete the thirteen competencies while in the program. Students entering as seniors perform all in one year. Students entering as juniors demonstrate at least seven their first year and six their second year.

Evaluation

Performance of project activities is always evaluated against criteria agreed on by the student and learning manager during their initial negotiations. Each project activity is evaluated separately by the person most qualified to judge performance in the given Life Skill area (employer instructor, community resource person or learning manager). The learning manager verifies all evaluations of individual activities and evaluates the project as a whole. As much as possible, projects are designed so that evaluations follow naturally on the student's performance of activities and therefore reflect demonstrated proficiencies. All evaluations address the student's work in each curriculum component--Life Skills, Basic Skills and Career Development.

Evaluation of student work in the competencies is done by competency certifiers. When a student is ready to demonstrate proficiency in a competency, he or she contacts the certifier and performs the required activities. The certifier judges the student's performance on the basis of criteria set forth in the competencies workbook.

Integration

Integration of Life Skills learning occurs as students internalize their experiences, drawing conclusions about what they have learned and how it relates to their career/life goals and personal growth in general. This takes place throughout the year as students work with staff and other adults to first plan their activities and then discuss their performance in specific projects. Critical thinking wrap-up activities also provide invaluable integration experiences. In the course of completing these wrap-ups the student reflects on experiences and achievements in a Life Skills area and discusses with the learning manager possible decisions and alternate learning paths that might be pursued.

Integration of experiences in the competencies occurs simply by way of students proving to themselves they can perform minimal survival tasks. Also, their interactions with competency certifiers helps them see the value of each competency to themselves and to the community of which they are a part.

CROSS-REFERENCES

Additional delivery considerations appear with the learning objectives for each Life Skills area which are given in Appendix A.

Sample predesigned projects also appear in Appendix A.

See "Competencies," pages 331-407, for planning and implementation steps and a student workbook of activities and criteria for that Life Skills area.

"Projects," pages 189-273, provides detailed planning and implementation steps for that learning strategy and displays a sample individually negotiated project.

Assessment, prescription, evaluation and integration are discussed as a total learning plan cycle in "Learning Plan Negotiation," pages 45-48.

"Learning Plan Negotiation" also contains explanations of assessment techniques for all curriculum components on pages 54-65 and a description of the Learning Site Analysis Form on pages 72-76.

Career explorations and learning levels are detailed on pages 105-186 and 277-327, respectively.

5

Establish methods and objectives for delivering learning in the Basic Skills curriculum component

The Basic Skills component concentrates on the reading, mathematics and communications skills essential to performing tasks and functions students encounter in the program and in adulthood. Basic Skills learning occurs primarily through applied tasks in Career Development and Life Skills activities that are negotiated individually with each student and practiced at community sites. As necessary, intensive programs are utilized for improving fundamental skills--that is, those skills necessary before applied tasks can be performed.

BASIC SKILLS ARE ESSENTIAL TO ALL LEARNING

Reading, mathematics and communications (both oral and written) are quite literally the basic or "enabling" skills necessary for any kind of successful learning and for performing most of the roles we have to play in today's society--both with respect to specific jobs and more generally to our interests and lifestyle aspirations.

On a functional level, we must exercise numerous skills to read newspapers, follow maps, cope with technical manuals and sales catalogues, compute income taxes and monthly expenses and so forth. On a more personal level, Basic Skills proficiencies relate to our abilities to express and reflect on ourselves, to deal comfortably with people and to approach any learning or living task with the confidence that we have at least the minimum skills necessary to begin solving problems and dealing with new concepts.

Individual Needs Will Differ

While we all have a common need for minimal proficiency in the Basic Skills, we also have individual career and lifestyle goals that require different levels of Basic Skills performance. Students enter EBCE with widely varying abilities and will be examining an equally wide variety of career possibilities. EBCE learning activities are designed to give students a chance to compare their Basic Skills abilities with the specific requirements of the careers that interest them and to build learning programs tailored to their unique needs. Through continuous practice of Basic Skills alongside working adults in realistic community situations students have many opportunities to see the relevancy of Basic Skills for both their personal and career goals.

Methods and Objectives

Since Basic Skills underlies all learning, the entire EBCE curriculum serves to deliver experiential learning in those skills. To be able to negotiate projects, understand competencies materials, maintain journals and select community sites for career explorations and learning levels students must practice Basic Skills.

Because of the wide range of student needs and interests in this component, EBCE prefers to limit its prespecified expectations to the four program outcome goals (given on page 15). For Life Skills and Career Development, the program set learning objectives in addition to its outcome goals in order to give staff and students further guidelines for negotiating individual learning plans. For Basic Skills, additional objectives are not necessary. Program learning strategies cannot be performed without certain minimum proficiencies in the Basic Skills; Basic Skills learning objectives are considered implicit in the performance of other program and job site activities.

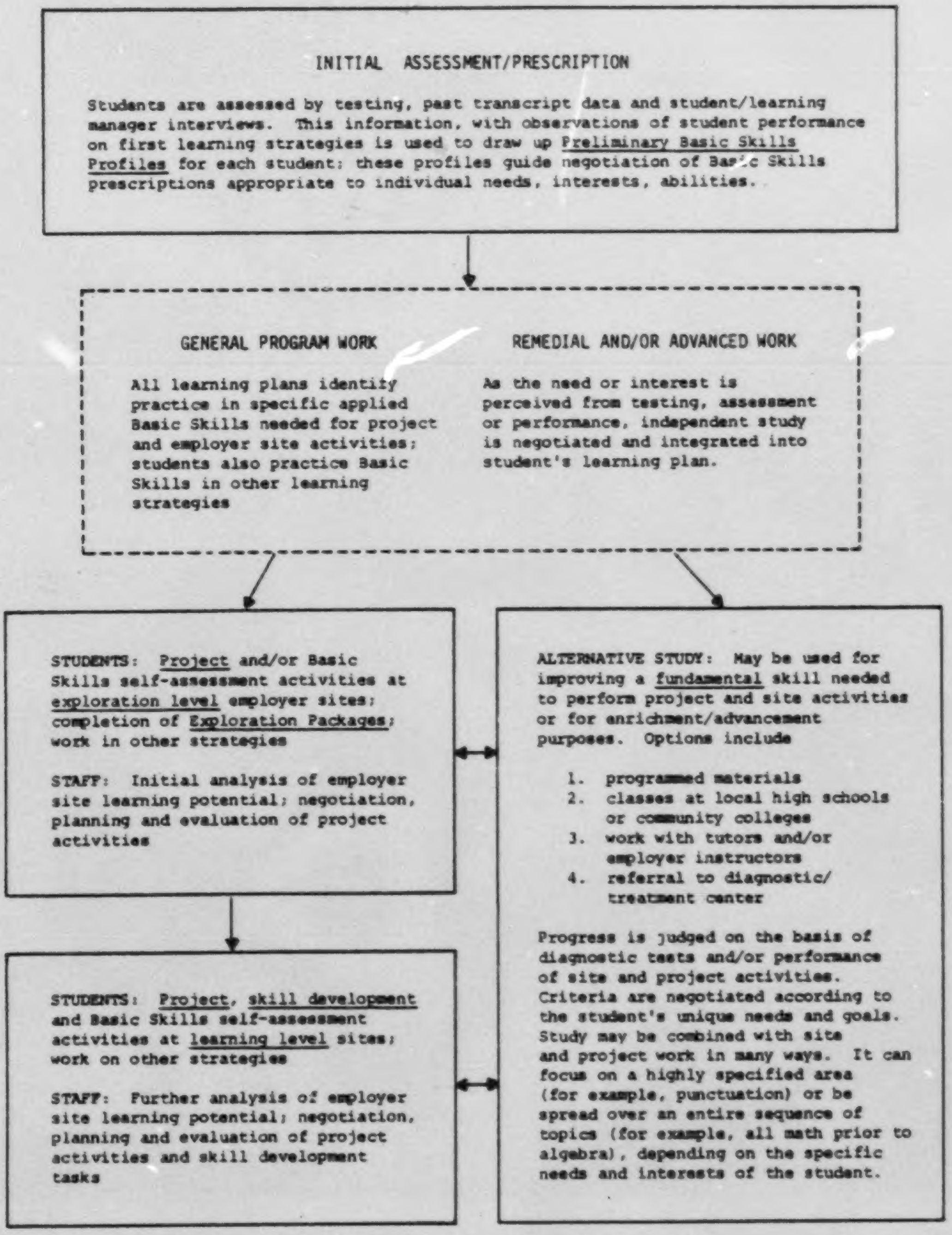
Student Choices and Program Expectations

A last introductory point to keep in mind concerns how criteria are set for each student's Basic Skills growth. The student's right to make choices regarding what kinds of learning to pursue is a basic characteristic of EBCE. In developing a Basic Skills program for each student, staff negotiate exactly how each skill shall be practiced and what areas should be improved. Staff also assert as an important corollary to the student's right to negotiation their right to challenge decisions and give feedback regarding those proficiencies considered essential for all students. Thus while EBCE emphasizes the student's making individual choices regarding Basic Skills improvement, the program also takes steps to insure that all students recognize and work toward achieving a minimal survival level proficiency in each skill area. While simple performance of program activities normally shows if a student has such minimal proficiencies, staff go further in their interactions to look at each young person and honestly work to develop each individual's unique talents and interests.

APPLIED AND FUNDAMENTAL SKILLS

To help determine what kinds of activities, resources and settings are appropriate to the Basic Skills needs of each student we distinguish between fundamental and applied Basic Skills:

BUILDING BASIC SKILLS LEARNING INTO INDIVIDUAL LEARNING PLANS



INITIAL ASSESSMENT/PRESCRIPTION

Students are assessed by testing, past transcript data and student/learning manager interviews. This information, with observations of student performance on first learning strategies is used to draw up Preliminary Basic Skills Profiles for each student; these profiles guide negotiation of Basic Skills prescriptions appropriate to individual needs, interests, abilities.

GENERAL PROGRAM WORK

All learning plans identify practice in specific applied Basic Skills needed for project and employer site activities; students also practice Basic Skills in other learning strategies

REMEDIAL AND/OR ADVANCED WORK

As the need or interest is perceived from testing, assessment or performance, independent study is negotiated and integrated into student's learning plan.

STUDENTS: Project and/or Basic Skills self-assessment activities at exploration level employer sites; completion of Exploration Packages; work in other strategies

STAFF: Initial analysis of employer site learning potential; negotiation, planning and evaluation of project activities

STUDENTS: Project, skill development and Basic Skills self-assessment activities at learning level sites; work on other strategies

STAFF: Further analysis of employer site learning potential; negotiation, planning and evaluation of project activities and skill development tasks

ALTERNATIVE STUDY: May be used for improving a fundamental skill needed to perform project and site activities or for enrichment/advancement purposes. Options include

1. programmed materials
2. classes at local high schools or community colleges
3. work with tutors and/or employer instructors
4. referral to diagnostic/treatment center

Progress is judged on the basis of diagnostic tests and/or performance of site and project activities. Criteria are negotiated according to the student's unique needs and goals. Study may be combined with site and project work in many ways. It can focus on a highly specified area (for example, punctuation) or be spread over an entire sequence of topics (for example, all math prior to algebra), depending on the specific needs and interests of the student.

Applied skills are those used to perform tasks, learn concepts and solve problems. They are used by students while working at tasks found at community sites and for achieving objectives in each Life Skills area.

Fundamental skills are those skills or proficiencies in a given discipline that are prerequisite to the actual performance of applied skills--that is, needed before tasks can be performed, problems solved or concepts learned.

For example, the applied skills of invoicing and pricing would have as their corollaries the fundamental skills of fractions, percentages, decimals; the applied skills of dealing with customers and writing ads would have as related fundamental skills the ability to organize thoughts, summarize main ideas, listen carefully and understand grammar/spelling skills.

DELIVERING BASIC SKILLS LEARNING

Basic Skills learning is built into each student's learning plan through the same cycle of events that underlies all EBCE educational planning: assessment, prescription, evaluation and integration. Following is a summary of those events from the point of view of the Basic Skills component.

Assessment

Individual assessment information is developed for each student from several sources:

1. past educational experiences, including transcript data and observations of past performance while in the program

2. instrument testing through the *Comprehensive Test of Basic Skills* and any other diagnostic tests the student may require (currently these include the *Palo Alto Mathematics Test*, the *Wide Range Achievement Test* and a spectrum of tests available as part of the *Individualized Learning for Adults* programmed materials used in specific skill areas)

3. learning manager/student assessment conclusions drawn from their first learning plan conference in which they discuss the student's abilities and results from testing and previous performance

4. initial project activities and products, reviewed by the learning manager for evidence of Basic Skills proficiencies and needs

5. initial student journal entries, reviewed by the learning manager for further clues as to each student's skills

6. observations of student behavior during testing--that is, in what areas did the student seem comfortable answering questions, where did he or she show problems of understanding or dealing with questions, what general attitude did the student show regarding testing and so forth

7. optional Basic Skills self-assessment exercises performed by students at job sites during explorations or learning levels (the student practices several job-related Basic Skills tasks to see if present abilities and interests match the skill levels and involvement required to perform the job)

Several weeks after the school year begins, staff meet as a group to pool their information and observations and develop Preliminary Basic Skills Profiles that approximately describe each student's skills in terms of three prescription areas: general program work, remedial work or advanced work. The profiles are updated continuously as the year goes on to reflect current information about the student.

In using assessment data, the three prescription categories may apply simultaneously to one student. For example, a student might be strong in certain math skills, "average" in writing/communications skills and strong in reading skills. Having this kind of information clearly delineated for every student in the program enables staff to plan individual activities better and to gather resources and generally coordinate learning among all students.

Prescription

Shortly after Preliminary Basic Skills Profiles are developed for each student, staff meet with parents and students for their first parent conferences. During these conferences a Basic Skills program is projected for each student. These programs are in effect statements of what the student intends to do during the coming year about Basic Skills learning. The learning manager keeps a copy of this projected program and refers to it as projects are negotiated and specific activities and criteria are agreed on for individual students.

All Basic Skills work is organized through project activities and falls into one of the three general categories outlined on the Preliminary Basic Skills Profile.

For general program work, students practice Basic Skills through applied tasks related to performing various project and job site activities. For those activities designed for employer sites, the learning manager refers to the Learning Site Analysis Form for each site to negotiate applied Basic Skills tasks that directly relate to the job skills the student will be encountering.

Remedial work is implemented when testing or performance shows a student is deficient in the fundamental skills needed before applied tasks can be performed. When this occurs the learning manager negotiates a program of special study in which the student concentrates on the specific skill area(s) needing improvement. Prescriptions are written into project activities and, as much as possible, are related to the student's Career Development and Life Skills learning. If the situation warrants, intensive work with a tutor or individualized programmed materials in the Basic Skills is planned. In some cases, intensive study in Basic Skills may be substituted for an entire project.

On occasion, when a student's remedial needs warrant, staff will contact specialists in Basic Skills at local colleges or within the school district to obtain their advice on materials and techniques. If a need is critical, the student may be referred to a Basic Skills diagnosis and treatment center located at a nearby university.

Advanced work in Basic Skills usually takes the form of either attendance at local high school or college classes or learning level participation at employer sites offering tasks and experiences that will exercise the student's advanced skills. In the latter case, the student may establish a semitutorial arrangement with an employer instructor with the necessary expertise and extra time to work with the student. Tutors may also be used for special study and staff may agree to work with certain students for short term intensive work in a Basic Skills area. Whatever course is planned, the student's activities are written into projects to insure program credit and continue demonstrating to the student the interrelations among Basic Skills learning and experiences in Life Skills and Career Development.

Evaluation

Evaluation of Basic Skills work is continuous and, like the tasks themselves, integrated into the student's total learning plan. For each Basic Skills task, the evaluator is the person best qualified to decide if the task was performed satisfactorily. These people include employer instructors, students, tutors, competency certifiers, parents and staff. Evaluation of project activities in Basic Skills follows the pattern set for that learning strategy (see "Cross-References" below). Additional evaluation is also available from people associated with anything the student does while in the program and staff should be alert to gaining feedback about student performance at all times.

For example, a competency certifier might remark to the learning resource specialist that a student had trouble comprehending the math required for income taxes. That information should be passed on to the learning manager for eventual use in negotiating projects and Basic Skills activities. Similarly, employer instructors, even when not formally judging a student's project activities, will have many chances to see how a student handles Basic Skills. The staff employer relations specialist should make a point of gathering observations from site personnel and again, passing them on to the learning managers.

Integration

Integration of Basic Skills learning occurs naturally as students try out tasks in various Life Skills and Career Development activities and discover for themselves where their talents and limitations lie. Frequent discussions between the student and staff and employer instructors help the student better see what the ramifications of skill deficiencies and abilities are in terms of career and lifestyle goals.

CROSS-REFERENCES

See "Projects," pages 189-273, for more details and examples of how Basic Skills are implemented through project activities. Study options such as programmed materials, tutors and special classes are also discussed in the same section.

The learning plan cycle of assessment, prescription, evaluation and integration is further discussed in "Learning Plan Negotiation," pages 43-48.

See Appendix D for copies of Basic Skills self-assessment exercises students may do at job sites and an optional prescription form staff can use when recording specific skills needs.

Individualized Learning for Adults is a complete set of programmed learning materials that we have found works well with high school students' Basic Skills needs. The materials are published by Research for Better Schools, Inc., 1700 Market Street, Philadelphia, Pennsylvania, 19103.

6

Establish methods and objectives for delivering learning in the Career Development curriculum component

The Career Development component helps students identify, assess and refine career information and skills through realistic experiences with people and places in the community. Career Development learning is integrated with Basic Skills and Life Skills activities to emphasize the relationships among career goals, educational choices and lifestyle aspirations.

CAREER DEVELOPMENT IS A LIFETIME PROCESS

The Career Development component reflects EBCE's assumption that occupational choices result from broader conclusions made about lifestyle interests and goals. Program activities are designed to give students realistic experiences at local job sites where they can examine and make decisions for themselves about the interplay between personal interests and abilities and opportunities afforded by specific careers.

It is important that Career Development learning be integrated with objectives from the Life Skills and Basic Skills components so that students can look at themselves and their potential career choices as part of a total life process of learning and decision making. Students develop their career plans by examining the many options available. As they encounter various kinds of jobs, they choose--based on an increasing understanding of what they want from life and what they realistically can do with their abilities--to gain skills in specific occupations and to pursue the education necessary to prepare for those careers.

Learning Objectives

To insure that students encounter the range of learning experiences and knowledge necessary for them to manage their career development, staff met with business and labor representatives to develop learning objectives for each of the program's outcome goals in that component. Students seldom actually see these objectives as they are intended to be planning guidelines for staff to use in checking the validity and comprehensiveness of student learning.

NOTE: The objectives are displayed in Appendix B together with recommended delivery techniques appropriate to each objective.

BUILDING CAREER DEVELOPMENT INTO INDIVIDUAL LEARNING PLANS

Self-assessment and research of career interests and options through tests, inspection of previously completed Exploration Packages, review of resource materials, interaction with staff and employers and ongoing site experiences.

Selection of specific employer sites for career explorations

Comparison of job and site characteristics with personal interests and aspirations through Exploration Package

Optional completion of site-specific project activities to incorporate Career Development learning with Basic Skills and Life Skills

Choice of specific sites from among those explored to return to for intensive learning level activities

Further examination of job and site characteristics in terms of personal interests and aspirations; learning of job skills through skill development activities

Completion of project activities related to the site and occupation and also integrated with Basic Skills and Life Skills objectives

In addition, employer seminars and certain competencies give students information about and practice in career-related issues and skills. These are experienced concurrently with site-related activities.

OPTIONAL

Use of a site for skill building level to gain entry-level skills in a chosen occupation; used only when other program work is up to date

OPTIONAL

Use of a site for special placement level pursuit of a personal interest not directly related to a job or occupation; activities usually organized through project design

DELIVERING CAREER DEVELOPMENT LEARNING

Career Development objectives are built into each student's learning plan through the same basic cycle of events that underlies all EBCE educational planning: assessment, prescription, evaluation and integration. Following is a summary of those events from the point of view of the Career Development component.

Assessment

Students first assess their career interests by using the Self Directed Search (SDS) to rough out possible career options in terms of their personal characteristics. Using occupational areas suggested by SDS results, students further define job possibilities of interest to them through the Career Information System (CIS)--a computer-based system which provides descriptions of jobs, requirements and training programs available in Oregon.

Prescription

Students then prescribe for themselves those sites in the EBCE employer network where they can pursue career exploration activities to test out career interests.

After selecting sites for explorations, students confer with EBCE employer relations specialists to clarify their motivations for choosing the sites. Cumulative information from other assessments is used during these conferences to insure that the prescription builds on a total profile of each student's interests and abilities.

All students must complete a minimum of five explorations each program year, filling out an Exploration Package for each site.

Students follow through on their explorations by selecting more extensive learning levels at job sites of particular interest to them. Learning levels enable students to experience directly the nuances and requirements of job site environments by working alongside site personnel while practicing career development skills. Learning level prescriptions consist of skill development and project activities that students negotiate with program learning managers and site personnel.

Individualized project activities usually are designed to match specific career development opportunities at community sites. Projects combine Life Skills and Basic Skills learning objectives with Career Development goals specific to the student. They are intended to help students gain through experience a broader understanding of the relationships between their career/lifestyle goals and interim educational and training needs.

Students also have the option to use skill building levels to pursue entry-level job skills at greater length through preapprenticeship and other types of training offered at some sites.

In addition, some competencies activities give students skills useful to their career development--for example, interviewing for employment. All competencies also entail students going out and making contact with community people and places--again giving them general experiences in the adult world that can help increase their confidence and understanding of the community in which they may be seeking employment.

Finally, broader career development issues of common value to all students are presented through employer seminars. These seminars are held regularly through the school year with representatives from the community who are directly involved in today's working world.

Evaluation

Students evaluate themselves as they compare personal interests and abilities with job characteristics and requirements by completing Exploration Packages for each site they explore. They also receive evaluative feedback from site personnel and the employer relations specialist who certify satisfactory completion of Exploration Packages.

Further self-evaluation of career development abilities occurs as students try out the rhythms and demands of employer sites through learning levels, which may last from three weeks to several months. Employer instructors at learning level sites give students evaluative feedback by

1. periodically completing a Student Performance Review and discussing it with the student and employer relations specialist
2. negotiating and certifying satisfactory performance of specific job site skills
3. verifying completion of learning level project activities performed at the site
4. noting as necessary those deficiencies in Basic Skills a student should improve to successfully perform site-related tasks

Integration

Evaluation and integration continuously overlap as EBCE adults interact daily with students, helping them to reflect on what they are learning about themselves and their abilities in the light of potential career/lifestyle choices and requirements.

Evaluation feedback is regularly integrated into the student's total learning plan goals and objectives through debriefings between the student and his or her learning manager and employer relations specialist. Negotiation and prescription of site and project activities are always based on assessment and evaluation data gained from the student's previous performance at other sites and with other project activities, thereby providing a continuous integration of present information about the student with his or her future plans for action.

Employer seminars also contribute to the integration of career development experiences and knowledge by involving students in group dialogues with community people about broad issues and national trends as they impact the individual student and his or her career plans.

CROSS-REFERENCES

The learning plan cycle of assessment, prescription, evaluation and integration is discussed on pages 43-48 of "Learning Plan Negotiation."

Career assessment instruments and procedures are detailed in "Career Explorations," pages 116-118; assessment for all curriculum components is generally treated in "Learning Plan Negotiation," pages 54-65.

Discussion of the Exploration Package and procedures appears in "Career Explorations," pages 119-120.

"Learning & Skill Building Levels," pages 277-327, treats in detail the rationale and procedures for those two learning strategies.

Special placements are discussed as part of "Projects," on page 211.

Employer seminars are explained on pages 455-475.

Development and use of community sites and personnel for student learning is discussed in the handbook, Employer/Community Resources.

LEARNING PLAN NEGOTIATION

LEARNING SITES
PROJECT
PERFORMANCE REVIEW
JOURNAL
CALENDAR
LEARNING STYLES ASSESSMENT

LEARNING PLAN NEGOTIATION

Learning plan negotiation includes all those activities and events necessary to individualize student learning experiences and achieve program goals. It is characterized by a four-phase learning plan cycle which includes the following elements:

> assessment of individual student needs, interests and abilities in Life Skills, Basic Skills and Career Development and in terms of general personal growth
>
> prescription of individually negotiated learning plans that integrate program learning strategies and individual assessment data
>
> evaluation feedback and recordkeeping processes and forms for monitoring student progress and sharing information among program participants
>
> integration activities for helping students synthesize learning experiences, assimilate evaluation feedback and refine assessments of their abilities and goals while meeting program requirements and accountability standards

EBCE PURPOSES FOR LEARNING PLAN NEGOTIATION

1. establish a common framework for organizing student learning through individual learning plans that
   a. derive from one-to-one negotiation among students and adults
   b. are built on personal needs, interests and abilities
   c. reflect individual differences in learning styles and rates
2. help students to develop life and career goals that are personally relevant and to acquire the knowledge and skills necessary for managing their educational and career/life planning throughout their lives

3. affirm the rights and responsibilities of both students and staff, encouraging students to assume increasing responsibility for their own behavior with a corresponding reduction of their dependency on adult supervision

4. insure that each student's EBCE experience is positive and conducive to growth as a unique person and member of society

WHO'S INVOLVED IN LEARNING PLAN NEGOTIATION

Learning plan negotiation generally involves all EBCE staff and participating employer instructors, competency certifiers and other community resource people who may help students or staff plan for and implement particular activities.

Program completion requirements require input from all staff and community participants and approval by the program's governing body.

The Student Accountability System and assessment processes are attended to by all staff and community participants; the student coordinator has general responsibility for facilitating both accountability and assessment procedures and oversees the compilation of records for credentialing purposes.

The analysis of community learning site potential is done by the employer relations specialist with each site's employer instructor.

The learning manager is responsible for negotiating individual project activities and helping students reflect on all their learning plan experiences.

RELATION TO GUIDANCE

Planning and monitoring EBCE learning is first and last a supportive "people-to-people" process. We treat the student as an individual and try to work with the totality of his or her experiences as a growing, changing being. Thus much of the "attitudinal" basis for planning and monitoring derives from our approach to guidance. *(See "Guidance," Student Services.)*

Steps to Follow

page

1 Agree on essential elements of learning plan negotiation *43*

2 Establish program completion requirements commensurate with local and state graduation standards *52*

3 Identify procedures for assessing student learning and evaluating growth *54*

4 Agree on information-sharing techniques to keep program participants informed of student progress *66*

5 Establish a learning site analysis procedure for identifying learning opportunities at community sites *72*

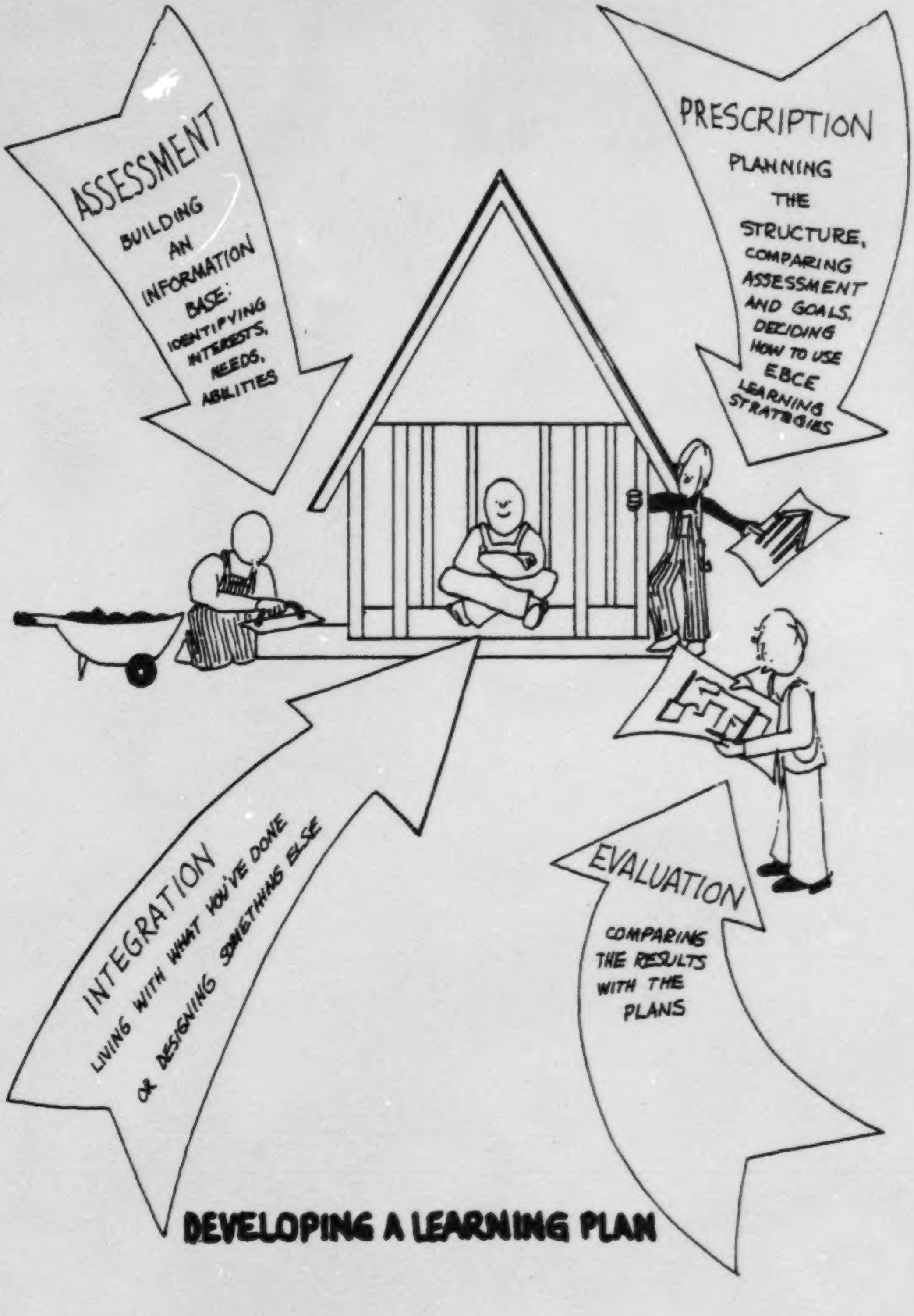
6 Develop standards and consequences for student accountability *77*

7 Identify time periods and expectations for school year action zones *81*

8 Agree on techniques for supporting accountability and action zone expectations *85*

9 Inspect program design for ease of presenting to students and plan orientation activities *92*

10 Outline basic steps to be followed in developing each student's learning plan *93*


ASSESSMENT
BUILDING AN INFORMATION BASE: IDENTIFYING INTERESTS, NEEDS, ABILITIES
PRESCRIPTION
PLANNING THE STRUCTURE, COMPARING ASSESSMENT AND GOALS, DECIDING HOW TO USE EBCE LEARNING STRATEGIES
INTEGRATION
LIVING WITH WHAT YOU'VE DONE OR DESIGNING SOMETHING ELSE
EVALUATION
COMPARING THE RESULTS WITH THE PLANS

DEVELOPING A LEARNING PLAN

1

Agree on essential elements of learning plan negotiation

EBCE curriculum and instruction is a total systems approach to delivering a comprehensive and individualized education. All of the various parts of the program work together in a complimentary fashion in the development of each student's learning plan. It is therefore important to understand some of the concepts and patterns that underlie the many different program techniques and processes described in this handbook. Following we offer summary remarks about the importance of negotiation and the nature of the learning plan cycle as these concepts relate to individualized learning. Also presented is a brief discussion of the common elements which all learning strategies should have in order to fit into the learning plan cycle.

LEARNING PLANS AND NEGOTIATION

Learning plans are well-analyzed, sequenced sets of learning activities individually negotiated with students to move them toward clearly defined learning goals. Learning plan development is an ongoing process by which learning is structured and goals are refined for each student throughout the program year.

The concept and practice of negotiation is absolutely essential to learning plan development. In a broad sense, the spirit of negotiation characterizes the atmosphere within which students and adults continually exchange ideas, observations, information and opinions. More specifically, it is a tool which everyone in EBCE can rely on in the course of making decisions about student learning plans and student behavior in general. It occurs throughout the learning plan cycle as activities and criteria are developed that match the goals and expectations of the student, the program and the community.

Giving students realistic experiences in negotiation is essential to preparing them for adult responsibilities in the community and to accommodating each student's immediate as well as future needs and aspirations. As much as possible, students should be free to decide for themselves what their career and life goals are and what educational planning is needed to achieve those goals. In EBCE, negotiation encourages decision making by providing for continuous information exchanges among students and adults so that students have many chances to examine themselves, their abilities and interests and to clarify values and set goals reflecting their own unique personalities.

As they work with students to build individual learning plans, staff fulfill roles as facilitators, planners, managers--always negotiating in an energetic and even aggressive fashion the relationship between what they know about the student as an individual and what they know about the community in general. Thus, while students are encouraged to take the lead in planning their own learning paths, program adults also challenge them constantly to stretch themselves--to recognize where and when they are avoiding learning options that might, with more effort on their parts, open up new possibilities for finding meaning and satisfaction as individuals and as members of society.

By building the structure of each learning plan through negotiation, EBCE in effect builds a system of checks and balances into individualized and community-based education. Students are able to articulate individual differences and follow through on plans. Adults--both program staff and people from the community--are able to respond directly to each student in the development and pursuit of learning activities and to help students make their decisions in the larger context of adult and community expectations.

THE LEARNING PLAN CYCLE

The learning plan cycle describes a logical pattern that is reflected in virtually all student/program interactions and is repeated constantly through the development of individual learning plans. The cycle guarantees consistency of treatment among all student learning activities and includes four basic phases:

> *ASSESSMENT: the gathering and continual updating by staff and students of diagnostic information about each student's learning style, interests and abilities*
>
> *PRESCRIPTION: the planning of individual activities, resources and criteria for learning strategies based on individual assessment data and negotiated to meet both individual and program goals*
>
> *EVALUATION: judging performance of learning strategies and general growth in terms of each student's expressed goals and assessed abilities*
>
> *INTEGRATION: helping students reflect on and synthesize learning experiences and refine self-concepts and career/ lifestyle goals as part of a total growth process*

STUDENT ASSESSMENT

Assessing what you have to start with is an important first step to any decision making or growth activity. Using a variety of information sources--including student self-assessment, staff observations, the Student Accountability System, performance reviews, Basic Skills testing and past transcript data--the student works with staff to address the questions:

What have I already tried and know that I can do?

What do I like to do?

What am I capable of doing?

What is important to me now and for the future?

Whatever the assessment's purpose--whether academic, career or personal growth--its major focus is where the student has come from, where he or she is now and what kinds of things look appealing in the future. Special attention is given to what students know about themselves and their unique learner characteristics such as how and where they like to learn and what pace they like to keep.

During subsequent negotiation of individualized learning plans, the EBCE staff's professional judgment is backed up by accurate, current and objective information about the student: previous experiences, personal characteristics, aspirations and status in all program learning activities. (See Item 3, page 54, for assessment details.)

PRESCRIBING AND IMPLEMENTING LEARNING STRATEGIES

Following the initial assessment phase, student and staff negotiate learning goals, activities, performance criteria and resources commensurate with that student's identified needs and expressed interests. An important staff responsibility at this point is to help the student creatively design a plan that will meet both learning and personal development goals through each of the program's learning strategies: career explorations, projects, learning levels, competencies, journals and employer seminars. This prescription for the student's learning plan draws on assessment information and relates directly to program requirements and outcome goals.

The student works with staff to make the first several goals short-term and highly specific. At the same time, they discuss how achieving these goals will relate to the student's long-range career and lifetime aspirations. These latter goals are usually very broad and tentative; EBCE does not push the student to decide on a concrete and guaranteed "lifetime" career. Rather staff introduce them to the need for continually making and refining long-term goals as an important aid in making immediate decisions about the present. As students experience successes and failures in achieving various short-term goals, their interaction with learning environments and resource people helps them refine broader future plans. At the same time, they develop the ability to consider more options and be generally responsive to changing concepts of self and changes in the world about them.

The student individually sets out on the course of action negotiated with the staff member and works to accomplish the plan, testing the relevancy of goals through participation with employer instructors and other community adults. It is here that EBCE's community base comes into substantive contact with individual student learning. Students interact with many different adults to share information and personal experiences, negotiate tasks, utilize resources, learn skills and gain knowledge.

Throughout, the student is encouraged to speak up when particular activities prove to be either too difficult or nonproductive. The student's ability to renegotiate the specifics of the learning plan is vital to the success of negotiation as a guidance process.

EVALUATING EACH STUDENT

Evaluation looks at what students have done to achieve the goals they set for themselves. It is based both on adult observations of student's performance and on the student's self-evaluation. Evaluative feedback and debriefing conferences are required for all learning strategies. The student and an adult discuss the evaluation, its implications for the student's plans and possible changes in behavior the student might want to make.

As much as possible, the people who evaluate the students are those who have worked with them while the learning activities are being performed. On an informal basis, staff, employer instructors and other adults have many opportunities to talk with the student about performance and growth. An important part of evaluation is its emphasis on the student's increasing ability to reflect on first-hand experiences--to see the results of decisions made and to assess the effects choices have on self-concept, personal relevancy and lifestyle/career aspirations.

Because it brings together the student's own impressions with adult observations and causes both participants to review and reflect on the learning activity, evaluation blends naturally into the culminating phase of the learning cycle--integration.

INTEGRATING EXPERIENCES AND GOALS

Integration of the learning experience by the student consists of internalizing the experience--seeing the relationship between the parts and the whole, refining goals, formulating a new prescription when appropriate and understanding the implication of the experience for future actions as much as the specifics of the current or recent event.

After each learning activity and during the evaluation interview, the student examines his or her accomplishments, personal talents and interests and looks again at tentative career and life goals. For example, many student projects end with critical thinking wrap-up activities, which involve a review by the student and learning manager of the student's project activities. These wrap-ups are expressly aimed at helping the student put his or her most recent activities into a broader perspective. Similarly, student and employer instructor discuss the broad implications of their evaluations of one another during the learning level final performance review. As the student refines and/or modifies these decisions, the cycle repeats itself and the student again meets with a staff person or other adult to negotiate new learning goals that are commensurate with past experiences and present sense of self, as well as future goals.

As the students gain experience in using this cycle, they are encouraged more and more to take the initiative in arranging meetings and proposing terms for negotiation. They begin to structure, plan and then negotiate ever larger segments of their learning and to take greater responsibility in meeting terms and target dates and accepting the consequences of their behavior.

As students become more skillful at negotiation, they come to understand the benefits of the process, internalize it and transfer it consciously to other life situations. It becomes their system--one that works for them again and again, one that makes personal success more obtainable on short-term and long-term bases alike.

Thus, although listed as the final phase of the cycle, integration occurs continuously during the process of assessment, planning, evaluating and following through on courses of action.

In Summary

Student learning is evaluated in terms of what each student initially contracts to do in particular learning activities. Integration of student learning occurs continuously as students and staff negotiate individual prescriptions and discuss various evaluations of the student's progress. Each prescription should combine learning objectives that match assessment information about the student's needs with evaluation information about earlier performance. In turn the prescription should be discussed with the student so he or she clearly understands how different objectives come together in a learning activity and how that activity can help the student achieve both immediate and long-range goals.

LEARNING STRATEGIES

EBCE learning strategies used to deliver individual learning plans are detailed separately in subsequent sections of this handbook. All strategies are designed to interface with one another in the learning plan cycle, to provide integrated learning opportunities in all three curriculum components and to feed logically into a master record system. As much as possible, the strategies should share the following common elements:

1. specified rationale, activities, resources and products/criteria
2. clearly defined target dates
3. be performed at, or involve experiences from, sites in the community
4. student involvement in active use of the community as a resource pool (people, places, materials)
5. frequent student involvement in "learning by doing" experiences
6. goals tailored to individual needs, interests and abilities and commensurate with assessment information for each student
7. measurable performance criteria negotiated individually with each student
8. emphasis on career planning and lifetime learning
9. community people involved in the evaluation process

Learning strategies are individualized in terms of the specific content of each student's activities, the language in which objectives are written, the scope of learning intended and the student's learning rate.

CROSS-REFERENCES

See Item 10, pages 95-100, for a step-by-step outline of learning plan development.

You may also wish to look at "Guidance," Student Services, to read more about the people side of EBCE processes.

Another important pattern in EBCE is the relationship between critical thinking procedures and the steps students follow for career explorations and project negotiation--see pages 113 and 229, respectively, for displays highlighting this pattern.

The learning plan cycle is also displayed in relation to learning levels in "Learning and Skill Building Levels," page 284.

NOTES TO STAFF: EBCE CONCEPTS TO KEEP IN MIND

Several basic concepts and convictions underlie EBCE's approach to individualizing instruction. Following is a summary of important things you should keep in mind when working with EBCE strategies and techniques. For a more detailed survey of program characteristics see the *Program Overview* *packet which accompanies these handbooks.*

Experiential learning in the community. Students primarily "learn by doing" through realistic experiences at settings in the local community where they have many opportunities to see for themselves the relationship between learning and living.

Student-centered and individualized. Each student's learning is tailored to match his or her unique learning rate and style and is prescribed in terms of individual interests, needs and abilities.

Career education. We view careers as life paths and try to give students many opportunities to examine and refine their specific job interests and skills in terms of the total lifestyle aspirations and in relation to the multiple roles they must play in a complex technological world.

The challenge to choose. Students learn by making, acting out and being responsible for many specific decisions about themselves and what they want to do with their lives.

Learning is a lifelong process. We focus on the underlying processes and skills necessary for students to manage and direct their own learning throughout their lives.

Comprehensive and integrated education. Learning in various skill and knowledge areas is blended together in ways that reflect the realities of everyday life; students achieve objectives in Life Skills, Basic Skills and Career Development curriculum areas through activities that organize time, place and subject content to meet realistically both their personal needs and those of our culture for concerned and self-directed young citizens.

NOTES TO STUDENTS: SOME THOUGHTS ABOUT YOUR LEARNING

Learning is the process of getting to know yourself and the world you live in, so that you can function better as a self-sufficient and contributing member of society. EBCE chooses to emphasize the total development of the student. We recognize that you will learn best when you are working with subjects of your choice, in a manner best suited to you.

Probably the best thing EBCE can do for you is teach you how to learn, not tell you what you have to learn. There are too many facts right now for anyone to learn them all in a lifetime, and the body of knowledge is increasing rapidly. Just ten years from now, there may be twice as many facts to know. No one can tell you now for sure all of the things you will have to know in the future when you are out on your own. But there are certain basic things that we know you will need to know (how to read, write, add, get a job, file taxes, deal with legal rights and responsibilities, cope with other people, cope with yourself, and so forth). These basics are a part of the EBCE learning program. Our list of requirements looks long at first glance, but don't let it worry you. If you budget your time you will have no problem completing the program.

The EBCE staff is aware of the fact that we learn best those things which are of high interest to us. Therefore, students are offered choices of what and how they are to learn; however, such choices must be within the basic nature of the EBCE program and its intent. Choices are made through the process of negotiation with learning managers and other staff members. In this process, information about your educational needs, the reality of your career interests and your immediate as well as future needs are blended into an "educational agreement" about what you will be doing this year.

The responsibility for learning rests with you, which is really the way it should be. We are looking forward to helping you learn to assume responsibility. We are ready to begin any time you are.

2

Establish program completion requirements commensurate with local and state graduation standards

EBCE requirements for students graduating from the program are couched largely in performance terms which specify numbers and types of activities to be completed. Individual content requirements are negotiated with each student to relate curriculum goals with the kinds of information and skills that particular young person needs to continue pursuing personal career and lifestyle goals on a lifetime basis. EBCE's requirements are as follows:

> *Each year, students must complete ten projects, two in each Life Skills area; each should include Basic Skills activities.*
>
> *All thirteen competencies must be completed by all students (whether they enter as juniors or seniors).*
>
> *Each year, students must complete a minimum of five career explorations and generally demonstrate adequate use of employer/community site resources and opportunities to the satisfaction of staff and employer instructors.*
>
> *Waiver Clause: Any of the above requirements may be modified or waived on the written recommendation of a staff member and approval by the program administrator.*

To continue in the program until graduation students must also meet basic behavior and performance standards outlined in the Student Accountability System. (See page 78). On meeting the above requirements, students receive a standard high school diploma from the cooperating high school.

QUALITY VERSUS QUANTITY

While the program requirements may appear to stress quantitative measures, they do not and are not intended to reflect the many qualitative criteria that are set by staff and students in the day-to-day pursuit of learning activities, each individually negotiated and based on continuous assessment of need, interest and ability.

For example, one requirement is that students complete ten projects per program year. Behind this requirement are certain expectations for each project and a standardized format. Within this framework there is still provision for individualization throughout the project process. Activities, resources and products are negotiated according to the student's interests, abilities and needs.

Criteria for evaluating products are negotiated on the basis of a wide range of assessment data on the student, including the student's self-assessment. Target dates for completion of activities are negotiated to accommodate the student's abilities and learning rate. Community or employer site activities are conditioned by the work places students choose. Some activities are evaluated by program staff, some by employer instructors.

Similarly, "adequate employer resource utilization" is judged on the basis of a variety of information about the student's use of and performance at sites in the community. These include the record the student must keep of attendance, regular performance reviews completed by the employer instructor, debriefings with the student by the employer relations specialist, learning manager assessment of site-related project activities and informal use of the accountability standards and regular staff meetings to discuss each student's particular performance, attitude, behavior and so forth.

In short, the quality, always a subjective issue, is closely attended to throughout the student's work in the program. The quantity of the student's work serves as a rough control, primarily to insure that the student encounters minimal experiences in all three curriculum content areas.

COMPLETION REQUIREMENTS AND PROGRAM STATUS

The nature of $(CE)_2$'s requirements was also influenced by several other factors. First, revised high school graduation requirements implemented in Oregon in 1974 provided a favorable climate in Oregon for experience-based performance-oriented programs. Second, EBCE's commitment to community input and participation led staff to involve representatives from the local community in designing requirements suitable to the needs of employers as well as educational institutions. Finally, endorsement of $(CE)_2$ as a pilot program by the local school district and the Oregon State Department of Education permitted flexibility in the design of requirements tailored to specific EBCE characteristics.

CROSS-REFERENCE

See "Program Entry/Exit," Student Services, pages 37-41, for discussion of $(CE)_2$'s credentialing procedures. Samples of its credentialing portfolio appear in Appendix D of that handbook.

3 Identify procedures for assessing student learning and evaluating growth

Sources of assessment and evaluation data have been summarized in the descriptions of each curriculum component which appear in the preceding section (see "Cross-References" below, page 65). Following is a discussion of procedures used to gather, record and access all assessment/evaluation information.

PRELIMINARY DIAGNOSTIC INFORMATION

To serve as a baseline for all negotiation with students, diagnostic information for each incoming student is gathered on a single Student Profile form (see following page) which summarizes transcript data, testing results and student/staff interviews.

Transcript Data

Before the school year begins, the student coordinator gathers transcript data on incoming students and translates it to a form usable by staff. This information may be kept on a memo slipped in the student's file or summarized on the Student Profile form, depending on its relevance to EBCE learning strategies and goals. Learning managers and other staff make use of it as need be during their learning plan conferences.

Basic Skills Testing

Before the school year begins, all students come to the learning center and take certain sections of the *Comprehensive Test of Basic Skills (CTBS)*. This instrument yields scores in reading ability, arithmetic and study skills. After the tests are scored the student coordinator condenses the results in a diagnostic format and enters them on the Student Profile for learning managers to use when negotiating Basic Skills project activities.

For students whose CTBS scores indicate a need for more precise information, the program uses several other instruments. These include the *Palo Alto Mathematics Test,* the *Wide Range Achievement Test* and a complete spectrum of pre and post tests available as part of the *Individualized Learning for Adults (ILA)* programmed learning materials. Students may take any of these tests at any time during the year that they or staff feel it necessary to obtain

STUDENT PROFILE

Student Name: Ralph Henry
CAREER ASSESSMENT: Employer Relations Specialist
Date: 10/17/74

Ralph's responses to the CIS quesionnaire eliminated all but one occupation (painter) from his list. His expressed interest in plumbing was omitted by restrictions on Questions 5 (city size-rural) and 8 (education-high school). Ralph has willingly explored any job offered him in the construction field. He goes about his work quietly, fulfilling site attendance requirements and exploration packets of high quality. Ralph's behavior in employer site participation indicates that he needs help in redirecting his goals when planned activities are postponed. He will be encouraged to check in a few times each week to report his progress and activities. It is recommended that Ralph continue in a variety of explorations until skill building experiences in plumbing can be arranged for him. The results of the SDS indicate that Ralph would like to explore the following job areas: plumber, carpenter, fish and game warden, welder, vocational agricultural teacher.

BASIC SKILLS ASSESSMENT: Student Coordinator
Date: 2/12/74

Test Results and Interpretation: CTBS RESULTS: the following tests to be completed: Reading and Arithmetic. Areas of Strength: Language--scores in expression indicate no apparent pattern of difficulty. Study Skills: Ralph's scores in graphic materials are of acceptable performance and indicate an ability to decipher information graphically represented. Areas of Weakness: Language--a score of 10 out of 30 spelling items indicates that Ralph needs activities in which he strengthens and expands his spelling skills by doing a) projects working with the reading tutor, b) typing, c) word attack activities. Ralph also needs strengthening activities in punctuation and capitalization. Study Skills: Ralph's scores in reference materials show evidence of difficulty in understanding the use and functional purpose of the dictionary and the library. Recommendation: a) contact with community resource agencies and personnel, b) use of resource/reference materials and files, c) dictionary work activities.

LIFE SKILLS/LEARNING STYLE ASSESSMENT: Learning Manager/Student
Date: 2/5/74

Interview and Comments: Environment--although Ralph appears to be a quiet, reserved person, he prefers working in either a quiet place or noisy room with a group of people. He learns best by actually doing and subsequently finds individual projects beneficial. Discussions are also a preferred means of learning. Favorite Subjects--Ralph thrives on a number of various subjects: he likes all kinds of sports, because he wants to be actively involved. He found "Man and His Environment" beneficial because it was a tough course and required him to commit himself. Doing experiments in science was stimulating to Ralph. Wood shop and mechanics are two other areas in which Ralph excelled because he enjoyed working with cars and making things. Learning Alternatives and Materials--due to Ralph's interest in "doing", he prefers learning through projects, group discussions, interviewing and personal explorations. Tape recorders and videotape are two of the learning materials that Ralph finds effective in his learning process. Work Responsibility--depending on the complexity of the subject, Ralph occasionally needs to have directions explained more than once or twice. Once he's got it straight in his mind about what is required of him, he is responsible to get an assignment done and is self-directed. Work Assignments--although it takes Ralph longer to complete assignments than it does other students, he does not easily become frustrated and give up. He can finish a task on time. Learning Stimuli--by becoming involved through interviewing, researching and media projects Ralph is easily stimulated. Depending on the material, he sometimes enjoys reading. Listening and observing are other learning methods that Ralph finds beneficial. School Problems--taking tests in math, reading, sitting and listening to different teachers all day long are school problems most relevant to Ralph. Work Objectives--Ralph would like to become a faster reader. He also indicated an interest in improving his spelling capabilities. Because of his interest in mechanics, Ralph thought math might be quite helpful to him. Ralph is a very gentle, quiet young man who seems to know what he wants out of life. I sense he may have some reading and math problems that he is hesitant to recognize as it is probably too threatening to start work on them. Hopefully, we can open the doors to learning in these areas as well as others.

Learning Plan Negotiation (Item 3)

further diagnostic data. Staff try to spot those students who might need additional testing early so that appropriate Basic Skills learning can be negotiated as soon as possible.

Career Development Testing

Also before the year begins, students take the *Self-Directed Search (SDS)* and *Career Information System (CIS)* to pinpoint the kinds of occupations that might interest them. Taking these instruments early lets them make tentative selections of sites they would like to explore once the year begins. This enables staff to make sure there are sufficient sites in the employer network to accommodate student interests. The employer relations specialist helps students take the career tests and summarizes the results on the Student Profile.

Student Self-Analysis

How students view themselves significantly affects their academic progress and general adjustment to the program. On entering EBCE, students are asked to describe themselves in terms of their favorite subjects, preferred learning environments and types of learning alternatives they enjoy. They also describe particular problems they perceive in their study habits and rate their abilities to complete assignments and work independently. This self-analysis takes place in private interviews with the learning manager, who uses a check-off sheet to help guide the interview and to record the student's responses (see pages 57-58). The self-analyses are usually done during the first learning plan conferences (see below), but may be done earlier--for example, during the pre-school year Basic Skills and Career Development testing.

The check-off sheet and the learning manager's notes are turned over to the student coordinator who summarizes the information on the Student Profile.

FIRST LEARNING PLAN CONFERENCES

The backbone of EBCE assessment consists of numerous observations made daily by program adults. It is through sharing these observations in various learning plan conferences that students and staff gain realistic pictures of student abilities and needs in terms of actual performance of various learning activities. Most of the observations made during conferences with the students will be filed in the staff member's personal notebook and shared with other staff on an informal basis. As need be, staff will summarize

LEARNING STYLE SELF ASSESSMENT

Learning Manager/Student Interview

Either fill in or put a check mark by the answer or answers below that best describe you and your needs (check as many responses as you wish).

A. IN WHAT KIND OF PHYSICAL SITUATION OR SITUATIONS DO YOU LEARN BEST?

_____1. quiet place
_____2. noisy place
_____3. small discussions
_____4. large group discussions
_____5. alone
_____6. lectures
_____7. individual conferences
_____8. other _______________

B. WHAT ARE YOUR FAVORITE SUBJECTS? WHY?

Math	comes easy
Science	like to build things

C. WHAT TURNS YOU ON TO LEARNING? IF YOU COULD CHOOSE WAYS TO LEARN, WHICH WOULD YOU CHOOSE AND WHAT KINDS OF MATERIALS WOULD YOU LIKE TO USE?

WAYS

_____projects
_____written assignments
_____reading and answering questions
_____group discussions
__X__interviews
__X__observations
_____research
_____attending classes
__X__"hands on" activities
_____other _______________

MATERIALS

__X__tape recorders
__X__videotape
_____typewriter
_____pen and paper
__X__mass media activities (collages, cartoons and so forth)
_____library resources (books, magazines and so forth)
_____other _______________

D. WHEN GIVEN AN ASSIGNMENT CAN YOU WORK ALONE, OR DO YOU LIKE SOMEONE TO CHECK IN WITH YOU NOW AND AGAIN?

_____need to have directions explained more than once or twice
__X__mostly self-directed but also like to check in with someone now and then
_____need to be told more than once to start a task and to complete it
_____self-directed and responsible enough to independently complete assignment

E. CAN YOU COMPLETE AN ASSIGNMENT WITHIN A REASONABLE AMOUNT OF TIME?

_____takes me longer than it should to complete assignments
_____feel frustrated when I can't complete a task and just give up
_____can easily finish a task in time
__X__often need to be reminded about deadlines

LEARNING STYLE SELF ASSESSMENT *(continued)*

Learning Manager/Student Interview

F. WHAT ARE THE HARDEST THINGS FOR YOU TO DO IN SCHOOL?

- take tests
- x read
- math
- do homework
- x sit and listen to the teacher
- follow the rules
- attend class
- x meet deadlines
- other

G. WHAT DO YOU THINK YOU NEED THE MOST WORK IN RIGHT NOW?

- listening to and following directions
- understanding what is expected of me
- x writing
- spelling
- x reading
- math
- x listening
- getting along with people
- x expressing myself
- nothing
- other

H. HOW CAN THE $(CE)_2$ STAFF HELP?

give encouragement through conferences
– especially in writing/reading

I. OTHER COMMENTS AND/OR SIGNIFICANT STATEMENTS ABOUT YOURSELF AND YOUR LEARNING STYLE

LM SIGNATURE Lorna Huntley

STUDENT SIGNATURE Kelly Robbins

DATE 9-15-75

their information for the Student Profile, for reporting to parents and for completing the student's credentialing portfolio.

Student/Learning Manager Conferences

During, or shortly after orientation, learning managers hold their first interviews with individual students. At this time, the learning manager and student discuss the diagnostic assessment information gathered about the student and talk about learning activities that will meet student goals both for the program and for life in general. The learning manager tries to get to know the young person in a general way and to identify personal strengths and weaknesses that might affect success in the program. This is accomplished largely by way of the self-analysis check-off sheet described above. The professional sense of the student that the learning manager begins to develop as a result of personal conversation during this time will figure significantly in decisions made later about student performance and whether the student is living up to stated goals and talents.

Student/Employer Relations Specialist Conferences

During orientation, the employer relations specialist (ERS) meets individually with students to counsel them on their selection of sites for career explorations. With each student, the ERS talks about the results of the career interests tests and how accurately they reflect what the student thinks and feels about possible jobs. Any personal observations the ERS makes are filed for use in information sharing meetings with other staff.

The ERS might, for instance, jot down personal reactions to the student's initiative in using career research materials and in selecting sites to explore, noting which students might need more help than others to get them over their initial hesitancy at making contact with adults or accepting site responsibilities. The ERS also receives feedback from employer instructors regarding the student's onsite activities. As preliminary data this information will be sketchy but as the year goes on it will accumulate significantly and be important input into the negotiation of each student's learning activities.

Other Staff/Student Conferences

At $(CE)_2$, the learning resource specialist (LRS) handles the programmed learning materials in Basic Skills (for example, *Individualized Learning for Adults*) and therefore has early contact with those students needing testing and prescription.

The LRS will also have contact with students as he or she helps them gather resources, make contact with competency certifiers and generally utilizes community resources and people. Because this usually happens further into the year, input from the LRS is more in terms of student growth than preliminary diagnosis.

The student coordinator's contribution to preliminary information about the student comes in several forms: (a) through summaries of transcript and testing data, (b) through contacts with the student and his or her parents as part of initial recruitment and selection and (c) in any initial guidance/counseling interaction with a student at the beginning of the year.

PRELIMINARY AND ONGOING LIFE SKILLS ASSESSMENT

Essentially, EBCE uses no preliminary instruments for assessing Life Skills proficiencies at this time. In the past we used criterion-referenced tests in each of the five areas to give us an idea of the student's abilities. But these tests proved difficult to handle and not too accurate for individual students. We have more success with relying on the learning manager's judgment of the student--made in terms of previous transcript data and the first interview with the student.

In practice, the first clear assessment of Life Skills abilities occurs through evaluating the student's performance on the first project in each Life Skills area. By using this information and comparing it with performance on second projects in each area we are able to get a good idea of how much the student grows in Life Skills abilities.

EVALUATING STUDENT PROGRESS

Since students enter and leave EBCE with varying degress of proficiency in different curriculum areas, methods of evaluating student growth are individualized for each student and based primarily on performance criteria negotiated with students in terms of their unique interests and goals.

Continuous Student Self-Evaluation

Students go through a continuous kind of self-assessment and analysis as they work with adults in planning and implementing their individualized learning. Because they plan their own learning and set their own performance criteria, students can, in the course of completing their activities, tell for themselves how well they are progressing by looking at what they are doing. Staff, employer instructors, competency certifiers and other resource people aid in this process by giving students regular feedback, advice and general observations regarding what they see students doing. This process of continuous self-reflection is most consistent in student projects.

The design of every project begins with the student and learning manager determining a rationale for the project that incorporates what the student and learning manager know about the student from earlier testing and performance in previous projects and other learning activities. Each project activity results in a product for which evaluation criteria are written into the original project form. Student progress in each activity is judged in terms of the projected products. Thus the project, which organizes the bulk of the student's program experiences, incorporates an ongoing kind of self-assessmant, supported by staff feedback and testing instruments, that is always being updated on the basis of previous performance.

Ongoing Learning Plan Conferences

Staff and other adults continue assessing and giving students continuous feedback throughout their activities. In addition to verbally discussing their evaluations of student performance, staff write their comments on Exploration Packages, project forms and student journals. Finally, at the end of each school year action zone (see Item 7), staff comments are summarized on a Student Experience Record form for each student which specifies numbers of activities finished and has space for individual staff remarks about student progress in the three curriculum areas. Copies of this form are shown to parents.

ASSESSMENT OF STUDENT BEHAVIOR AND ATTITUDE

In a program such as EBCE where most student learning takes place in the community and depends on each student's ability to take responsibility for his or her activities, it is critically important that staff have accurate and consistent methods for observing and recording noncognitive or "affective" changes in student attitude and behavior. Essentially this area of assessment is handled as part of the Student Accountability System and various guidance-related activities. The major way staff organize information about each student's behavior is through zone progress meetings, discussed in Item 4 of this section.

ASSESSMENT AND RECORDKEEPING

Assessment and recordkeeping are viewed as separate functions. The former is an ongoing process that depends more on qualitative and subjective judgments by staff than it does on standardized measures or previous transcripts. Recordkeeping is a streamlined data control system accessible to students, staff and parents alike. Assessment information is most often shared between individual staff members and students in the negotiation process that insures the development of individualized learning plans for each student. Recordkeeping supports this process at the same time as it meets graduation/credentialing purposes. In the areas where requirements are stated in quantitative terms the qualitative criteria are negotiated individually or set by the community person involved and are built into the particular activity.

Communication of the quality and nature of each student's learning experiences is handled through weekly learning manager/student conferences, journal correspondence, student records and school year action zone checklists. A comprehensive record is accumulated in a credentialing portfolio that includes itemization of the student's employer site experiences, notation of job skills acquired and evaluation of the student's growth in Basic Skills and Life Skills areas. Thus, each student's credentials are highly personalized and include information useful to both potential employers and other educational institutions.

A SUMMARY OF STAFF ROLES FOR ASSESSMENT/EVALUATION

Basic Skills

The student coordinator is responsible for

1. administering the *Comprehensive Test of Basic Skills* and other diagnostic instruments
2. writing follow-up narratives including test results and interpretations and conclusions as well as observations made during the testing period
3. making recommendations for and assisting in further diagnostic evaluation
4. entering summary comments on the Student Profile

The learning resource specialist is responsible for

1. recording pre and post test scores in programmed learning materials--primarily the *Individualized Learning for Adults* series (students actually handle their own testing in ILA materials; the LRS oversees their use of tests and supports them as need be)

2. helping students and staff contact additional diagnostic and referral sources as need be--for instance, contacting Basic Skills specialists or a diagnostic clinic at the local college

3. passing on to the learning manager any observations made by competency certifiers about student Basic Skills performance during certification

The learning manager generally oversees the student's Basic Skills work and is responsible for

1. evaluating project products for Basic Skills performance

2. negotiating individualized programmed materials use into the design of student projects

3. observing student journal entries for signs of Basic Skills abilities or needs and encouraging students to follow through accordingly

The employer relations specialist is alert to student performance of Basic Skills at employer/community sites and passes to the learning manager any observations employer instructors might make.

Any of the above staff may add comments about Basic Skills onto the Student Experience Record form used for reporting and accumulating evaluation data. Similarly, all staff contribute to the Record of Student Performance used to record student yearly achievements.

Career Development

The employer relations specialist is responsible for

1. overseeing student use of career interests tests *(Self-Directed Search* and *Career Information System)*

2. writing followup narratives about student career choices, expectations and goals as well as personal observations

3. recommending additional use of career interests testing as need be
4. entering summary comments on the Student Profile
5. verifying and recording completion of Exploration Packages
6. verifying and recording completion of skill development activities at employer sites
7. summarizing an evaluation of the student's Career Development experiences and achievements on the Student Experience Record (for each action zone) and Record of Student Performance (for credentialing purposes)

The learning manager is not directly responsible for Career Development assessment or evaluation but should give the ERS any observations made about the student's career interests and abilities that might result from negotiating other aspects of the student's learning plan.

Life Skills

The learning manager is responsible for

1. conducting learning style self-assessment interviews with each student
2. evaluating student Life Skills project performance
3. recording project evaluations
4. verifying student work in projects and journals and entering comments about the student's Life Skills abilities on the Student Experience Record and Record of Student Performance

The student coordinator is responsible for

1. summarizing the results of learning style self-assessment interviews onto each student's Student Profile
2. referring students to additional diagnostic instruments in particular Life Skills areas if there is need

The learning resource specialist is responsible for supporting student work in the competencies and for verifying competency certifier signatures.

CROSS-REFERENCES

Basic Skills assessment/evaluation is summarized in "Curriculum Outcomes," page 24; Basic Skills self-assessment exercises for student use at job sites are given in Appendix D. The same appendix also displays an optional Basic Skills assessment and prescription form that can be used to record student needs as they are observed by employer instructors or employer relations specialists.

Career Development assessment/evaluation is summarized in "Curriculum Outcomes," page 31; "Career Explorations," pages 116 and 145 contains more detailed explanations of initial career interests assessment. Appendix E describes the instruments used.

Life Skills assessment/evaluation is summarized in "Curriculum Outcomes," page 19; further discussion appears in "Projects," pages 266-270.

The credentialing process used for student graduation and/or transfer is explained in "Program Entry/Exit," Student Services, pages 37-41. Student self-assessment and evaluation is also an integral part of career exploration and learning level processes--see displays on pages 113 and 284 of Curriculum & Instruction.

Subsequent sections of this handbook display and explain recording forms and procedures related to each learning strategy.

"Student Records," Student Services, Items 12 through 14, describes all student-related forms used to record learning progress.

Assessing student personal growth is also discussed throughout "Guidance," Student Services.

4

Agree on information-sharing techniques to keep program participants informed of student progress

The most common information-sharing techniques are staff meetings, parent conferences and Accountability Write-Up and Maintenance Visit Record forms.

STAFF MEETINGS

Staff come together frequently, both formally and informally, to discuss student progress and exchange observations about individual students. The two formal types of staff gatherings are zone progress meetings and zone debriefings which are held for each school year action zone.

Zone Progress Meetings

At zone progress meetings held midway into each school year action zone, staff share observations of student behavior made on a day-to-day basis. These meetings allow staff to monitor and record student affective growth frequently and systematically. Thus they can identify traits and patterns of behavior that are either helping or hindering a student's personal growth. Staff then discuss how they can reinforce behaviors that work for the student and substituting successful behaviors for those that interfere with the student's progress.

Zone progress meetings will include discussion of how a student is doing in completing program activities, but only as a context for focusing on the student's personal characteristics. For instance, an employer relations specialist might report:

> *Jack is way behind on completing his career explorations because he's absent a lot and when he's not, he's frequently late. He claims his health is bad. His parents agree somewhat but they also suspect he's faking it. I think he's afraid of going out into the community. I've suggested he go to Blake's Greenhouse for an exploration. It's a low-keyed site where the employer instructor tries very hard to make kids feel comfortable. If that doesn't work to loosen him up then I'll have a conference with him and his parents and go from there.*

The learning manager might have additional information to share about the student:

> *Jack likes natural things. His journals are full of observations about wildlife and growing things. I'll suggest a project about gardening and give him the name of a senior citizen nearby who would be glad to work with him. That should help Jack focus his interests and maybe take his mind off of his confrontation fears.*

If need be, Accountability Write-Up forms are used to record staff decisions and communicate them to students or parents. (See "Cross-References" below for more substantive discussion of zone progress meetings.)

Zone Debriefings

Zone debriefings are held at the end of each school year action zone. Unlike zone progress meetings which focus on student behaviors, zone debriefings give staff opportunities to discuss actual student progress on learning activities in terms of tasks performed and work done. Staff also use this information for subsequent conferences and negotiations with students and for reporting student progress to parents.

At the close of each zone, a debriefing form for each student is circulated among staff. This form addresses the following general questions:

1. *What has the student accomplished in this zone?*
2. *What has he or she not accomplished?*
3. *What barriers seem to be in the way?*
4. *What can we do to help?*

Sections of the form pertaining to their areas of responsibility are filled in by the learning managers, employer relations specialists and learning resource specialists. Taken together, the information represents current status on all aspects of each student's program work.

For the debriefing session itself, the student coordinator reads aloud each student's status in all activities--how many explorations completed, competencies certified and so on--along with the information, comments or evaluations noted on the form by staff. The group then discusses what action is needed to support the student and respond to individual needs during the next zone, as indicated by progress to date. Together they agree on an action

ZONE 6 DEBRIEFING

Student Name Kelly Robbins

Date 3/17/75

☑ Zone Activities Completed

☐ Zone Activities Not Completed

1.

	WORK THIS ZONE		COMPLETED	COMPLETED
	OK	needs to improve	THIS ZONE	TO DATE
COMPETENCIES	X		2	8
PROJECTS	X		3	8
JOURNALS		X	6	
EXPLORATIONS	X		1	5
EXPLORATION PACKAGES	X		1	5
LEARNING LEVELS	X		2	4
TIME SLIPS	X		OK	OK

2. Has the student utilized employer sites adequately this zone?

Yes ☒ No ☐

3. Has the student negotiated a learning plan and target dates?

LM LH.
LRS RS
ERS TH

Is the student meeting the target dates?

LM LH. - except for journal entries
LRS RS
ERS TH

4. PRESCRIPTION:

Kelly gets so busy he sometimes doesn't stop to think about his choices. This shows in his problem with writing journal entries. For the next month he should make 2 appointments a week with his LM and talk about his journal entries.

prescription for dealing with the amount of work completed and related work habits.

Action prescriptions are discussed with each student individually by a staff member designated during the debriefing. This staff member may be the one in whose area the student needs particular help (for example, an ERS for employer site matters) or one who is personally close to the student.

Accountability Write-Up forms may also be used at this time to record staff decisions and action prescriptions that relate to accountability issues.

As a result of staff notes and discussion during the zone debriefings, the Student Experience Record form for that action zone is filled out and shown to parents during parent conferences. Also, copies of the zone debriefing form are sent home to parents.

Informal Staff Meetings

Staff frequently meet with one another informally as student learning or personal needs dictate. Most often the learning manager and employer relations specialist will meet to exchange notes and comments about student project and employer/community site activities. These two staff need to work closely because many projects are designed for specific career exploration or learning level sites. Each staff member's personal observations of the student can help the other better understand how to deal with specific student situations. For instance, the ERS may point out a student showing high interest and success in certain onsite tasks--information the LM may not have gained from the student. The LM might then be able to introduce additional topics and possible directions for Life Skills project activities that relate to those interests. Also, the LM and ERS will confer about Learning Site Analysis Forms and learning objectives for specific sites when student projects are being negotiated. (See Item 5, page 72).

Other staff will also interact in similar fashion. The learning resource specialist, for instance, will help the LM and ERS in locating special materials and will work closely with the learning manager concerning student work with programmed Basic Skills materials or tutors.

PARENT CONFERENCES

Parents are contacted by telephone or in conferences at the learning center at the end of each school year action zone. Conferences are usually held every second action zone. This gives staff a chance to spend time with parents often enough to make sure they are apprised of their child's activities and progress.

EBCE staff try particularly to involve parents in their children's learning and will invite them to the learning center for special conferences at times other than reporting periods. Usually these occur when a student is having trouble meeting target dates for learning tasks. As a result of the conferences, plans are worked out whereby the parents can work more closely with their children to help them complete tasks. Conferences may also occur when staff feel parents can be helpful in developing certain aspects of a student's learning plan. For instance, a student with special interests or learning needs in home economics might get together with his or her parents and learning manager and plan a project in family planning, budgeting and time/recreation management that uses the home as a learning environment. (See also Item 8, page 90.)

Finally, when students choose to leave the program before graduation, their parents are invited to meet with their sons or daughters and EBCE staff to plan the best alternative course of action for the student.

FORMS

The two information-sharing forms used by EBCE staff are the Accountability Write-Up and the Maintenance Visit Record. The Accountability Write-Up form is explained and displayed in Item 8 of this section (page 89). The Maintenance Visit Record is a form used by the employer relations specialist to report information gained during visits to the various sites students use for learning purposes (see "Cross-References" below). In addition, all program records of student performance and achievement are open to staff reference. Subsequent sections of this handbook discuss forms and procedures relevant to the individual learning strategies.

CROSS-REFERENCES

Items 6, 7 and 8 of this section, pages 77-91, discuss student accountability, school year action zones and Accountability Write-Up forms.

"Guidance," Student Services*, Item 7, contains detailed discussion of zone progress meetings and zone debriefings. That same section displays numerous vignettes illustrating how EBCE responds to individual student needs or interests.*

The Maintenance Visit Record form is discussed in "Career Explorations," page 163, and is explained and displayed in "Site Utilization," Employer/Community Resources, page 127.

A sample action prescription resulting from a zone debriefing is displayed in Item 8, page 87.

5 Establish a learning site analysis procedure for identifying learning opportunities at community sites

The Learning Site Analysis Form (LSAF) is a key resource for developing individual student learning plans. Learning site information is critical for the design of project activities written for specific sites and for the identification of job-related skills a student might acquire.

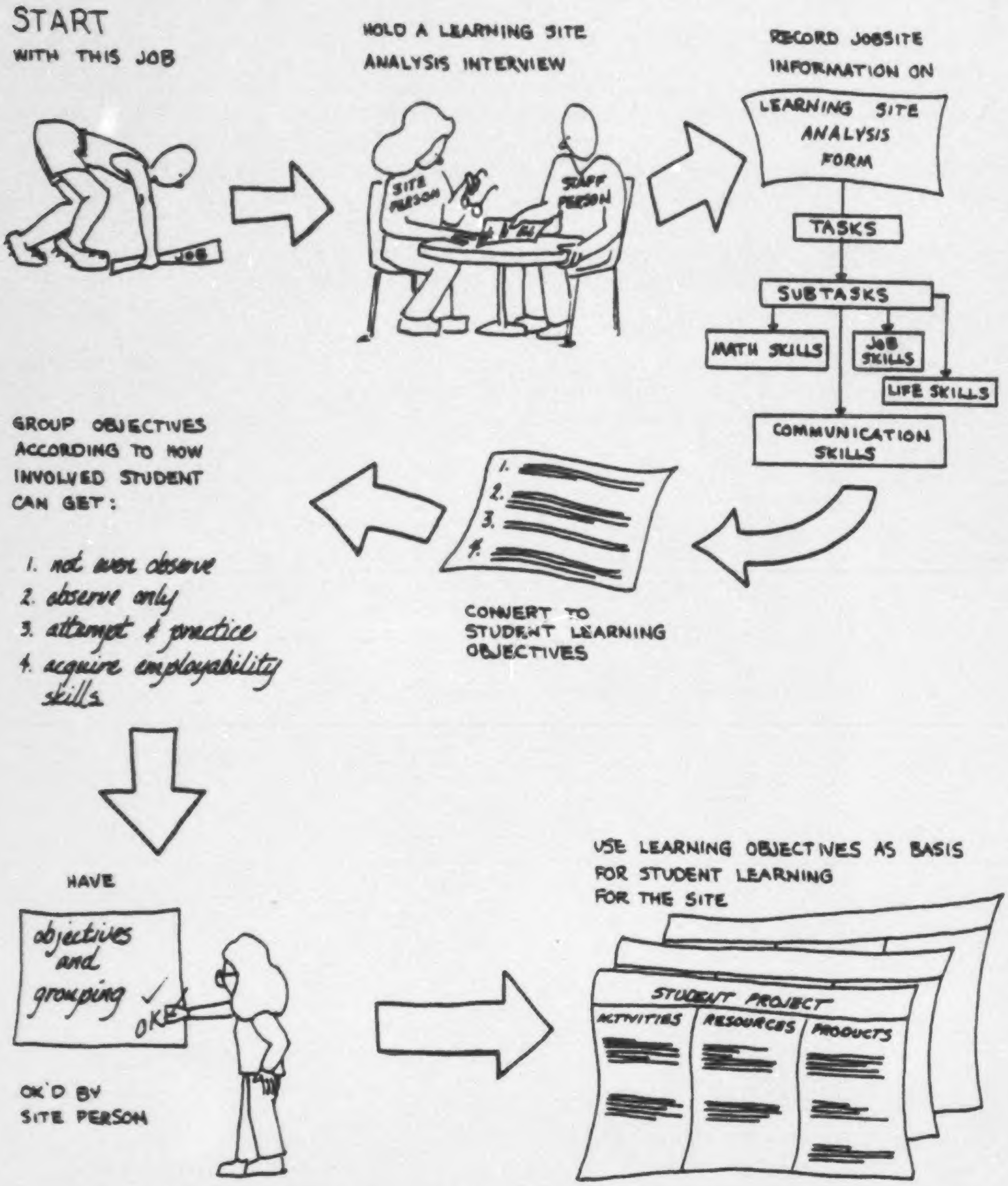
The completion of an LSAF is also a useful orientation for the employer instructor who will be working with a student. While working through it with an employer relations specialist, he or she begins to see the many educational opportunities related to that job and how an EBCE program transforms a work site into a learning site. By listing job skills that can be learned at a site, the LSAF also enables students and staff to identify sites a student might go to for a learning level on the basis of specific skills rather than simply by occupational category or job title.

LSAF Design

The design of the Learning Site Analysis Form provides for recording

1. specific working conditions and requirements a student will encounter at the job (physical, clothing, equipment and safety requirements)
2. site-related literature (manuals, catalogues, pamphlets, and so forth) the student may use to learn about the job and to practice Basic Skills
3. potential Life Skills situations that will be encountered on that job and that could be incorporated in project activities for that site
4. major job tasks a student could perform
5. reading, mathematics and communications skills applied in that work setting and the fundamental Basic Skills those require
6. possible job task/Life Skills relationships
7. tools, equipment, materials and other learning resources available for student use at the site

USING COMMUNITY SITES FOR STUDENT LEARNING


START
WITH THIS JOB
JOB
HOLD A LEARNING SITE
ANALYSIS INTERVIEW
SITE PERSON
STAFF PERSON
RECORD JOBSITE
INFORMATION ON
LEARNING SITE
ANALYSIS
FORM
TASKS
SUBTASKS
MATH SKILLS
JOB SKILLS
LIFE SKILLS
COMMUNICATION SKILLS
1.
2.
3.
4.
CONVERT TO
STUDENT LEARNING
OBJECTIVES
GROUP OBJECTIVES
ACCORDING TO HOW
INVOLVED STUDENT
CAN GET:
1. not even observe
2. observe only
3. attempt & practice
4. acquire employability skills
HAVE
objectives
and
grouping ✓
OK
OK'D BY
SITE PERSON
USE LEARNING OBJECTIVES AS BASIS
FOR STUDENT LEARNING
FOR THE SITE
STUDENT PROJECT
ACTIVITIES
RESOURCES
PRODUCTS

Using the LSAF

The ERS has primary responsibility for conducting the LSAF interview, filing the LSAF at the learning center for use by other staff and students and answering any questions that might arise from it. The learning manager has primary responsibility for utilizing LSAF information in negotiating site-related project activities.

The LSAF is divided into two basic parts. The first section (printed on buff colored pages) gathers general data about the job and site. The second section (printed on white pages) is an indepth task analysis of the employer instructor's specific job and is used to plan student learning activities at the site.

The ERS tries to complete the first portion of the LSAF (working conditions, printed materials, Life Skills situations) early in the year--if at all possible during the initial recruitment phases of contacting employers and identifying employer instructors. This enables staff to have a fairly specific body of information available at the learning center for every job site in the employer network. Students and staff may then use this information

1. when considering what sites a student might wish to explore

2. when looking for specific sites that might provide experiences in a particular area of interest not directly obvious in the program's list of participating employers and their occupational areas

3. when trying to decide if a site will give a student sufficient challenge in his or her areas of interest and need

The second portion (major tasks, subtasks in terms of Basic Skills and Life Skills application and tools/equipment/materials inventory) is completed as soon after the first portion as possible and definitely before a student returns to the site for learning level activities. Information from the second portion--specifically the task analysis pages--is used most often for two purposes:

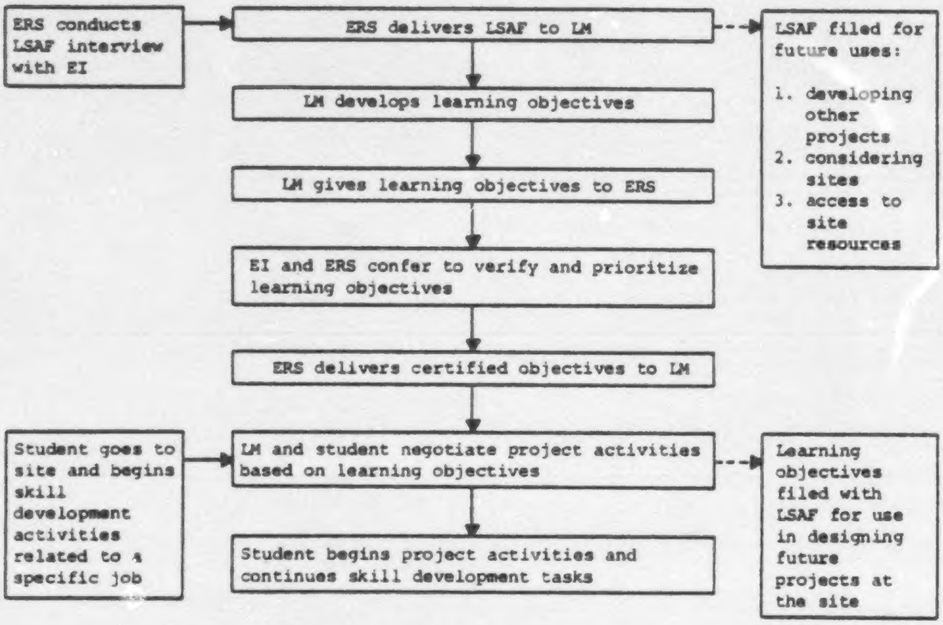
1. designing site-specific project activities that relate student practice in Life Skills and Basic Skills activities to the specific tasks and environment of the job site

2. predicting what kinds of job skills a student can learn while at the site

Completing the task analysis section of the LSAF requires that the ERS be very familiar with the program and have some experience in being able to help the employer instructor break down work tasks into subtasks that may be used to give students learning opportunities in Basic Skills and Life Skills. Once this portion is filled out, the ERS passes it to the learning manager who studies the task analysis pages and develops a set of learning objectives for use in designing project activities a student may complete at the site.

The learning objectives are checked with the employer instructor for accuracy and for sequencing them according to the path a student might reasonably follow in the course of learning more about the job and practicing its skills. The prioritized objectives are then returned for negotiating project activities for that site. If these objectives are done well, the learning manager will not have to refer to the LSAF again.

THE LEARNING SITE ANALYSIS FORM PROCESS


ERS conducts LSAF interview with EI
ERS delivers LSAF to LM
LSAF filed for future uses:
1. developing other projects
2. considering sites
3. access to site resources
LM develops learning objectives
LM gives learning objectives to ERS
EI and ERS confer to verify and prioritize learning objectives
ERS delivers certified objectives to LM
Student goes to site and begins skill development activities related to a specific job
LM and student negotiate project activities based on learning objectives
Learning objectives filed with LSAF for use in designing future projects at the site
Student begins project activities and continues skill development tasks

CROSS-REFERENCES

More comprehensive explanation of the LSAF and steps taken to complete it appear in "Site Utilization," Employer/Community Resources, pages 112-117; Appendix M of that handbook gives a simulated walk-through of an entire LSAF interview between an employer instructor and an EBCE employer relations specialist.

See "Projects," pages 213-214, and "Learning & Skill Building Levels," page 300, for discussion of the LSAF and those learning strategies.

Appendix C of this handbook displays a completed LSAF, learning objectives developed from it, and an example of a project negotiated on the basis of the learning objectives.

6

Develop standards and consequences for student accountability

The Student Accountability System is a set of standards and expectations for student behavior and performance. It also identifies a sequence of conferences to be followed when an individual student action conflicts with an accountability standard. Through these conferences courses of action are negotiated that accommodate the rights and responsibilities of both the student and the program.

EBCE'S APPROACH

Program policies for student accountability should address both behavioral issues and performance of required learning activities. Three key ingredients make up EBCE's approach to performance and behavioral accountability:

1. Standards are clearly defined and reflect general community expectations for adult behavior and incorporate specific program requirements for student learning progress.
2. Responses by program adults follow a consistent pattern of conferences between the student and any adults impacted by the accountability issue.
3. Consequences are negotiated through these conferences with the student so that the student's subsequent actions follow naturally upon the standard in question and are oriented positively toward resolving whatever conflict the student had with that standard.

Accountability standards, procedures and possible consequences should be summarized and given to students, staff, parents and community adults participating in the program. A copy of $(CE)_2$'s Student Accountability System is displayed on the following page.

ACCOUNTABILITY AND NEGOTIATION

The Student Accountability System is one of two interrelated kinds of responsibilities that EBCE students and staff share--the other

STUDENT ACCOUNTABILITY SYSTEM

WHAT IS EXPECTED

Obeying the law while in the program

Appropriate conduct while representing EBCE

High level of cooperation with employers/staff/students

Being educationally productive

Establishing zone planning strategies and goals

Initiating/completing/submitting projects

Selecting explorations/learning levels

Establishing competency target dates

Maintaining employer sites

Turning in completed Exploration Packages

Submitting journals

Turning in Time Reports

Signing in/out appropriately

Keeping appointments

Following transportation agreements

Showing care for facility and equipment

Establishing reasonable lunch hours

Negotiating vacation time

WHO GETS INVOLVED

Parent

Employer Instructor

Employer relations specialist

Learning resource specialist

Learning manager

Student coordinator

Program administrator

WHAT HAPPENS

When there is evidence that a student is doing less than satisfactorily in any of these areas, a conference will take place with the student to clarify concerns. It is during this meeting that appropriate natural consequences must be put in writing.*

If improvement has not occurred after an established period of time, a conference will be held with parents/staff/student to reach new agreements.

Failure to fulfill penalties and to improve in meeting responsibilities calls for an immediate conference involving parents/staff/student and the program administrator.

Types of penalties

Make up work

Loss of lounge privilege

Monitoring system

Contracts

Repay inconvenience time

Loss of project credit

Loss of exploration credit

Loss of employer site

Probationary period

Suspension

Dismissal from program

**By "natural consequences" we mean that courses of action should be negotiated that logically address or relate to the students' behavior and are not imposed arbitrarily.*

being the ongoing negotiation process that is central to learning plan development. The former specifies program expectations and defines consequences and comes into play only as the need arises. The latter happens every day as students plan, pursue and modify their actual experiences.

Both procedures were developed and ratified by staff, students, parents and community representatives and have been recognized as critical program elements. We point out to students that there are fixed variables in all our lives and it is in working around these variables to achieve meaningful life goals that both stability and challenge emerge. The expectation that students be able to deal reasonably with others, comply with basic accountability standards and pursue program completion requirements represents these fixed qualities of life. Within this framework students are regularly encouraged to negotiate learning plans appropriate to their unique abilities, needs, goals and learning styles.

ACCOUNTABILITY STANDARDS

You cannot expect to describe in advance precisely the kinds of behavior students should exhibit in the program. Rather, students should be made generally aware of the following considerations:

1. While in EBCE they are responsible for following through on their individual learning plans; their personal conduct will therefore impact their learning progress to a considerable degree.

2. Much of their learning will take place in the community where adults will expect them to act in a manner suitable to their particular surroundings.

3. A major EBCE goal is for students to increase their abilities to make and act on choices and to accept responsibility for the results of those choices; the accountability system is an important way of implementing that goal.

Thus the standards given in the Student Accountability System are guidelines: they must be interpreted on an individual basis with each student. They basically describe attitudes that can be perceived and dealt with in terms of observable student behaviors. At the same time, however, each student's learning goals, activities and situations will be different; it is the responsibility of staff and other adults in the program to decide when variation from a standard is or is not justified.

ACCOUNTABILITY CONSEQUENCES

Examples of possible accountability consequences are given in the Student Accountability System. They are always negotiated to make sure they reasonably reflect the individual circumstances surrounding each student's actions. Thus a student who is behind on project activities and seems to spend too much time in the learning center lounge with other students may be asked to stay out of the lounge until the project activities are up-to-date. Similarly, a student who is behind with onsite activities may be faced with the alternative that the activities be finished within a certain time or credit for that site will be lost.

With behavior problems the same logic prevails. A student who is excessively loud or interrupts students while at the learning center for instance may be asked to restrict time spent at the learning center to one of the quiet study rooms and not be allowed to mix with other students for a certain period of time. See Item 8, page 85, for discussion of how staff use conferences to respond to accountability issues.

CROSS-REFERENCES

EBCE's approach to accountability is also discussed in "Guidance," Student Services, Item 6.

Specific remarks about accountability issues pertaining to the individual learning strategies are given in subsequent sections of this handbook.

7

Identify time periods and expectations for school year action zones

SCHOOL YEAR ACTION ZONES

School year action zones are a way of making clear to students the importance of managing their time wisely while in an individualized program such as EBCE. The school calendar is broken into nine action zones. For each zone, tasks are recommended that should be completed for that portion of the year. Students are not strictly required to meet all expectations listed in an action zone but must use the zones as a basis for negotiating target dates that will enable them to finish all activities required each program year.

Action zones are the bridge between the uniqueness of each student's learning plan and the performance/behavior expectations set forth in the Student Accountability System. Their intention is two-fold:

1. to help students manage their time more effectively and to be responsible for themselves
2. to organize program monitoring activities to let staff know where each student is in relation to the year's requirements

For each zone, the number of learning activities that should reasonably be completed by that time is approximated and day-to-day actions considered necessary to student success written in. To be "on time," each student should accomplish as much or more than the number of learning activities suggested for each zone. Together, the zones include all program completion requirements and behavioral expectations that compose the Student Accountability System.

Students begin each zone by meeting with staff to negotiate learning activities. They then proceed with the agreed on activities, seeking adult assistance and evaluating their progress as necessary.

During the first zone, all staff work with students to help them recognize the need for, and take initiative in, planning individual activities and weekly and zone schedules. Gradually, specific occasions of staff support decrease with the student's increasing ability to accept these responsibilities.

At the end of each zone students confer with staff and discuss what tasks they have finished and what they still have to do. They then negotiate new target dates for those unfinished activities and set a time for conferring again with the learning manager to discuss their completion. Failure to meet these new target dates precipitates yet another conference with the possible application of accountability consequences.

1975-76 SCHOOL YEAR ACTION ZONES

Zone 1:	September 2 - 19	(2½ weeks)
Zone 2:	September 20 - October 17	(4 weeks)
Zone 3:	October 18 - November 21	(5 weeks)
Zone 4:	November 22 - January 16	(6 weeks)
Zone 5:	January 19 - February 20	(5 weeks)
Zone 6:	February 23 - March 19	(4 weeks)
Zone 7:	March 29 - April 28	(4½ weeks)
Zone 8:	May 1 - May 28	(4 weeks)
Zone 9:	June 1 - June 9	(1½ weeks)

The zones increase somewhat in length to accommodate increasing student familiarity with the program and to encourage a corresponding growth in self-management and acceptance of responsibility.

ACTION ZONES AND NEGOTIATION

For students who show a reasonable ability to direct themselves, the zones are recommended target dates to help them get themselves going and to perceive their tasks in terms of how much time they have. Individual differences in learning style and rate will occasion many variations from this basic timeline. Students must be free, within reasonable limits, to interrupt their prescribed patterns as their experiences lead them to make new decisions about their goals. Such variations are negotiated as need be with staff.

All target dates are put in writing so that students and staff can keep a clear idea of how the student's performance is shaping up against original goals and to insure a consistent and logical pattern of accountability consequences should the student fail repeatedly to meet his or her targets. For students who show repeatedly an inability to manage their time, the zone dates become mandatory until they develop their own self-management skills.

SAMPLE SCHOOL YEAR ACTION ZONE

Zone 6: February 3, 1975 to March 21, 1975

Have five explorations completed

Begin ninth and tenth competencies

Attend mandatory weekly meetings

Attend employer seminars

Submit weekly journal

Complete sixth and seventh projects

Begin eighth and ninth projects

Submit weekly time slips

Meet regularly with learning manager

Meet regularly with employer relations specialist

Regular program and job site attendance

Consistent learning program and job site performance

Staff to review student progress

Sign in/out appropriately

Report progress to parents

Plan next zone activities

Complete ninth and tenth competencies

EMPLOYER SITE ATTENDANCE	MON	TUE	WED	THU	FRI
FEB 3 - FEB 7	LL	LL	LL	LL	LL
FEB 10 - FEB 14	LL	LL	LL	LL	LL
FEB 17 - FEB 21	Ex	Ex	Ex	Ex	Ex
FEB 24 - FEB 28	sick	sick	LL	LL	LL
MAR 3 - MAR 7	LL	LL	LL	LL	LL
MAR 10 - MAR 14	LC	LC	Ex	Ex	Ex
MAR 17 - MAR 21	H	H	H	H	H

KEY
A - absent
H - holiday
EX - exploration level
PR - projects
SB - skill building
COMP - competencies
LC - learning center attendance
WM - weekly meetings
P - number possible
M - number missed
L - number late

LEARNING ACTIVITIES	EX	PR	COMP	LC		WM		JOURNAL			OTHER
				P	A	P	A	P	M	L	
FEB 3 - FEB 7		1		5				2	1	1	
FEB 10 - FEB 14				5		1		2		2	
FEB 17 - FEB 21		1	1	5		1		2	1		
FEB 24 - FEB 28	1			3	2			2			
MAR 3 - MAR 7				5				2	1		
MAR 10 - MAR 14		1		5				2	1		
ZONE TOTAL											
TOTAL TO DATE	1	3		30	2	2		12	4	3	

NOTE: Because learning levels are not specifically required, the action zone key does not show them. Students and staff informally use "LL" to indicate when employer site attendance is for learning levels.

ZONE PROGRESS MEETINGS AND ZONE DEBRIEFINGS

For each zone, student progress is analyzed by staff during all-staff zone progress meetings and zone debriefings (see Item 4). During these reviews, the entire staff compiles information about each student in relation to how the student is working and what needs to be done to help the student catch up, maintain good work habits or tackle new challenges. This information helps students, parents, employer instructors and staff plan and negotiate new learning strategies and target dates, as well as report student progress to parents.

CROSS-REFERENCES

School year action zones are included in the Student Handbook given all students during orientation--see sample in Student Services*, Appendix A.*

Time accountability is discussed in Item 8 and is also introduced as appropriate for the individual learning strategies in subsequent sections of this handbook.

8 Agree on techniques for supporting accountability and action zone expectations

ACCOUNTABILITY CONFERENCES AND CONSEQUENCES

In all learning plan agreements the student is expected to fulfill the terms agreed to or renegotiate new terms based on a valid rationale. He or she is expected to take increasing responsibility for meeting terms and target dates.

If the student is not meeting negotiated learning agreements, or if a behavior is considered counterproductive to learning progress, staff respond as outlined in the Student Accountability System. Essentially, three "levels" of student/adult interactions are provided for:

> Level 1: The first interactions are between student and staff or other adult responsible for the area in which the problem occurs. The aim at this level is to resolve the problem between the people directly involved.
>
> Level 2: If the difficulty is not resolved between the student and adult(s) most directly involved, then these individuals bring the student's parents into the negotiations. Again, the goal is to work out a solution that is appropriate to the problem with adults who can help.
>
> Level 3: If the difficulty persists in spite of level one and two actions, the program administrator may become involved.

The staff member(s) involved at the first level decides when to go on to the second and then the third. There may be several negotiations and conferences at each level. Attempts are always made to exhaust the resources of one level before going on to the next.

For example, if a student is late turning in project products, the learning manager may remind the student and negotiate new target dates before deciding to call on the parents for help. Likewise, several conversations with both parents and students may be reasonable before deciding that the program administrator should get involved.

To conclude each negotiation process, the participants agree on what the student will do to improve behavior or learning progress and what consequences will result if the agreement is not met. Further conferences and consequences should not be surprises; rather they should follow naturally from previous student/adult decisions.

How the Process Can Work

To begin, a staff member concerned about a particular student may simply invite the student to sit down and talk about it on the spot. Or, depending on the seriousness, the staff member may formalize the interaction by noting the behavior and/or the conference on an Accountability Write-Up form (see below). Zone progress meetings and end-of-zone debriefings (see Item 4) can also result in Accountability Write-Ups.

The student is encouraged to talk out causes and effects of the behavior in question. Together, student and staff member try to interpret the action honestly and negotiate a solution. A written agreement, or contract, signed by the student, specifies changes to be made within a specified time frame. If the problem continues, staff again confer with the student to renegotiate terms and discuss further consequences.

The student's parents may also be invited to the conference. Together, the three parties try to come up with a plan to eliminate the problem--perhaps including monitoring and supporting the student in the home environment.

When necessary, renegotiation of terms and consequences includes the program administrator, who has kept up to date on interim negotiations and prescriptions via zone progress meetings and debriefings. If reasonable solutions can't be found, and the student's actions continue to conflict with the program's standards, he or she may be asked to transfer out of the program. If this becomes necessary, the staff and program administrator help the student and parents consider other more suitable environments for the student. In other words, students are never "just kicked out." Staff work to help the student plan a transition (to another school, employment, etc.) that is suitable to his or her unique situation.

A Point to Remember

Application of the Student Accountability System by EBCE staff should be conditioned by an understanding that responsibility for student learning and behavior can be transferred only gradually from adult to student, depending on the individual readiness of the student. During the early weeks of the year, students running into accountability snags cause staff to consider what they as knowledgeable adults might be missing, misunderstanding or

AN EXAMPLE OF AN ACCOUNTABILITY CONTRACT

With all accountability conferences, courses of action negotiated with the student are put in the form of a written contract which the student agrees to and signs. Following is the text of such a contract, designed for a student who repeatedly was absent from employer sites and was more than a month behind on her journal entries. As can be seen from the text, this student gave numerous reasons for her lack of performance, all of which were quite "reasonable." Staff, realizing her propensity for rationalization, wrote the contract to specifically rule out further excuses other than those carefully examined by staff and the student's parents.

Ruth will select another employer site for exploration purposes by 3:00 p.m. May 1, that site not to be one she has already been on but an entirely new site.

She has to meet exactly the times, the hours, the schedule and all of the other arrangements on that site, no matter whether she is ill, has a toothache, or whatever. If she has any physical reason that she cannot make it, she is to inform her employer relations specialist first, her employer instructor second, and her mother finally. All have to verify whatever reason she gives.

The packet must be in on the exact date specified by her ERS and must be of acceptable quality.

Ruth is not to attend any other employer site than the one to which she is assigned, and is not to accompany any other students to their employer site, no matter whose permission she gains first.

She will keep an appointment with her learning manager on Monday to discuss the remaining three projects and dates for completion.

Ruth will be caught up with journals by May 9.

Ruth understands that if any of the above listed provisions are broken she will automatically and immediately be asked to leave the program permanently. Responsibility for graduating with her class is entirely hers. It is our estimate that if she continues to perform at her present level, graduation will not be possible. If she meets all dates negotiated with her learning manager and utilizes employer sites to the satisfaction of her employer relations specialist, the possibility of timely graduation is still there. That graduation will depend upon her satisfying all graduation requirements.

misinterpreting. In seeking solutions, staff may first reexamine school records, test results, the project writing process, the student's access to staff and so forth. After carefully reconsidering their own areas of responsibility, staff can then discuss more directly and fairly the student's responsibilities.

ACCOUNTABILITY WRITE-UP FORMS

Staff and students should always try to handle accountability issues quickly and, at first, informally among themselves. If a student shows continued difficulty, or if an action is serious enough, an Accountability Write-Up form (see page 89) is used to record the behavior and communicate staff observations and recommendations to the student and other parties.

After filling the form out, the staff person initiating it shows it to the student who then signs it and keeps a copy. The staff member sends copies to other staff or the student's parents, depending on the issue at hand and what courses of action need to be taken. Staff prefer not to send this form to parents unless there are serious circumstances and the parents cannot be contacted by telephone.

The write-ups are a means of acknowledging specific problems as they arise. They insure that a behavior is dealt with the first time and not allowed to go unnoticed. They also make visible any recurrent patterns of behavior problems and help avoid the possibility of staff/student personality conflicts. They are not meant to be punitive or negative in themselves. Rather they trigger positive actions taken through negotiation with the student to improve a particular behavior. Should parents ask at zone reporting time why their child is not performing in certain ways and what staff has done about it, they can look at the write-ups as a clear record of program responses.

The write-up form is also used during all-staff zone progress meetings or zone debriefings to record actions agreed on by the staff in consensus.

TIME ACCOUNTABILITY

Keep in mind when negotiating target dates and adjustments in student work plans that time accountability is one of the most important and visible responsibilities young adults must master.

ACCOUNTABILITY WRITE-UP

COPIES TO:
☐ Program Administrator
☐ Student Coordinator
☑ Student
☐ Parent
☐ ERS/LM/LRS
☐ Other

Student Name Kelly Robbins
Date 2-11-75

EXPECTED BEHAVIOR

☐ Obeying law while in program
☐ Appropriate conduct while representing program
☐ High level of cooperation with employers/staff/students
☐ Being educationally productive
☐ Establishing zone planning strategies and goals
☐ Initiating/completing/submitting projects
☐ Selecting explorations/learning levels
☐ Establishing competency target dates
☐ Maintaining employer site
☐ Turning in completed exploration package
☐ Turning in time slips on time
☐ Signing in/out appropriately
☐ Keeping appointments
☐ Following transportation agreements
☐ Showing care for equipment and facility
☒ Submitting journals
☐ Other

LEVELS OF ACCOUNTABILITY

CONFERENCE
☐ Program Administrator
☐ Student Coordinator
☐ Employer Instructor
☐ Parent
☒ Staff

CONSEQUENCES
☐ Make-up work
☒ Monitoring system
☐ Contracts
☐ Repay inconvenience time
☐ Loss of lounge privilege
☐ Loss of time credit
☐ Loss of project credit
☐ Loss of exploration credit
☐ Loss of employer site
☐ Probationary period
☐ Suspension
☐ Dismissal from program
☐ Other

COMMENTS: Kelly you have to start doing something about your journals – let's start with a mandatory conference each Friday at 3 p.m. to talk and look at your entries.

Lorna Huntley
staff signature

Kelly Robbins
student signature

Be fair with students, but also be firm and honest. Reasonable changes in plans are expected as students become increasingly involved with managing their own learning. At the same time, students should experience the consequences of their decisions and learn to weigh the various contingencies that result as they plan tasks and follow their interests.

For instance, if one project or site activity proves to take much longer than anticipated, then the student's subsequent program activities will necessarily be foreshortened. Staff should help students look at all of their interests and goals and to carefully evaluate the relative merits of spending excessive time on any one activity.

Involving Parents

Helping students make and keep to schedules for their learning tasks is a good opportunity for parents to become more intimately involved in their children's education. A common EBCE technique for

WORK PROJECTION CHART

S = start C = complete Student Kelly Robbins Month March

	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
TASKS	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21										
journal entry	S		S			S		S			S		S												
project reports - Science	S				C																				
project reports - critical thinking								S							C										

students having difficulty keeping up with their learning plans is to invite their parents in for conferences and discussion of concrete courses of action. Most often, staff sit down with the student and his or her parents and fill out a "task sheet" (displayed on preceding page). On this sheet, each learning task is displayed together with its target dates. When a task is complex, it will be broken into mini-tasks and interim target dates set for each of these. Parents usually post a copy of the task sheet somewhere prominent in their homes and each night will talk with their son or daughter to make suggestions and to find out how much progress has been made.

CROSS-REFERENCE

The task sheet shown on the preceding page is similar to the ones accompanying each school year action zone that are printed in the Student Handbook given students during orientation--see Appendix A, Student Services.

9 Inspect program design for ease of presenting to students and plan orientation activities

The need for this task is fairly self-evident--if you are adopting EBCE as a total program you will have to face the fact that it entails a variety of new twists on traditional educational methods and attitudes. Given a program that takes many students and provides each one of them with an individualized set of learning activities, it is crucial that all its separate pieces come together in a logical and coherent fashion.

The set of planning and monitoring activities and devices described in this section should help you implement EBCE in the simplest way possible. A good key to how successful you are in organizing your orientation will be how well the first weeks of the program proceed. If in debriefing sessions afterwards, you find many students have not gained the information and perspectives necessary for them to work with the program, then more adjusting and polishing will be in order.

CROSS-REFERENCES

Orientation is discussed in detail in "Program Entry/Exit," Student Services, pages 27-35.

Specific orientation considerations are given for each learning strategy in subsequent sections of this handbook.

10 Outline basic steps to be followed in developing each student's learning plan

The development of a learning plan for each student is essentially the story of that student's experiences in EBCE. While the story will be different for every person, a basic "plot" or framework brings together the several kinds of planning and monitoring activities discussed in the preceding pages (program requirements, accountability standards, assessment techniques and learning site analysis). The basic sequence of steps for developing an individualized learning plan is in effect the implementation checklist for these various planning and monitoring processes and is displayed at the end of this item.

It is important to remember in working with students that learning plans are not haphazard creations. They begin with each student's decision to enter the program and conclude with graduation from or a choice to leave EBCE. The learning plan is thus not a single sheet of paper (although the master records provide for tracking it in such a fashion); rather it reflects an ongoing process by which learning is structured for each person. By incorporating ongoing assessment of student performance it should also permit "midstream" redesign of goals and activities to match increasing levels of achievement and any changes in the student's interests and career/life goals.

THE PEOPLE SIDE OF IT

Because every student's learning plan is different and because it will change as his or her experiences open new options and reveal additional talents and interests, discussion of it as a total process must necessarily be somewhat abstract: we cannot summarize the uniqueness of each young person's experiences as he or she meets many different people and environments in the community and works to clarify goals, gain skills and generally become more aware and active as an individual and as a participant in society. To help place the learning plan checklist items in a "people context" we offer the following "short story" of the people the student will meet.

Each student's story begins with his or her experience of meeting EBCE staff members and participating adults as part of the initial recruitment/selection phase of building an EBCE student population. Hopefully the first impression the student receives from EBCE people at this time is exactly that they are committed to a highly "people-oriented" educational alternative. It is important that the spirit of personalized interaction among young people and adults be carried throughout program contact with students.

After meeting with EBCE representatives during initial recruitment and selection, students have their next encounters with staff during the Basic Skills and Career Development assessments held prior to the beginning of the program year. At this time, they meet at least the student coordinator and the employer relations specialist who handle Basic Skills and career interests testing respectively. Other staff are usually at the learning center to help with logistics and to try informally to make the student feel at ease.

The program year begins with students and staff mixing together for several days of intensive orientation activities designed to give students both a feeling for the program's goals and ideals and an initial sense of its procedures and expectations.

From orientation students move directly into one-to-one interaction with various staff as they plan the first steps of their individual activities. As soon as possible after these first conferences, students are out at employer/community sites where they explore jobs and career options, work on individual projects and gain certification in various competencies. Thus, staff's most consistent role with students is to serve as resource people and liaisons between them and the community in which they are to learn. Here is a summary of the paths students follow in meeting the community:

1. Students come to orientation and meet program staff (program administrator, student coordinator, learning managers, employer relations specialists, learning resource specialist and supportive staff who also will be maintaining a highly personal interaction with students).

2. From orientation students go to individual conferences:

   a. They talk with a learning manager about program activities, planning projects and getting to know themselves a little better.

   b. They talk with an employer relations specialist about career interests and determine what sites they will explore in the community (where they will meet employer instructors and other site personnel).

   c. They talk with the learning resource specialist about using various resources and the processes of contacting competency certifiers to demonstrate their proficiencies in various competency requirements. The learning resource specialist may also serve as liaison between students and a wide variety of community resource people including tutors and specific people at various sites whose expertise might help a student pursue a special interest or skill area.

3. Following their first conferences with staff and subsequent experiences with people and sites in the community, students circulate regularly through the learning center, keeping appointments they make with staff to discuss their experiences and plans and generally dropping in for informal conversation whenever they feel the need.

KEY LEARNING PLAN DEVELOPMENT STEPS

Following is an annotated summary of key steps taken to plan and implement individual learning plans. After each step page references are given to places in this handbook where the event or activity is explained in detail. The steps are displayed by themselves on page 96.

1. Assess each student's Basic Skills abilities and career interests before the school year begins

   It is important to gather this information before orientation and the first learning plan conferences so that staff can have summarized testing results and students can be ready to select their first career exploration sites.

   For Basic Skills, see "Curriculum Outcomes," page 27, and "Projects," page 251. For career interests, see "Career Explorations," pages 116 and 145, and Appendix E.

2. Gather transcript data and summarize testing results on a Student Profile for each student

   The student coordinator summarizes transcript data and Basic Skills results; the employer relations specialist is responsible for career interests testing.

   See "Learning Plan Negotiation," page 54.

3. Hold student orientation activities during first weeks of school year

   For a general overview of program orientation, see "Program Entry/Exit," Student Services, pages 27-35. For remarks

KEY LEARNING PLAN DEVELOPMENT STEPS

1. Assess each student's Basic Skills abilities and career interests before school year begins.
2. Gather transcript data and summarize preliminary assessments on a Student Profile for each student.
3. Hold student orientation activities during first weeks of school year.
4. Hold first student/staff conferences to discuss assessment data, plan learning strategies and set initial target dates:

   learning manager: projects, journals, Basic Skills and Life Skills needs and interests

   employer relations specialist: exploration levels, career interests

   learning resource specialist: competency certification and use of resources (particularly Basic Skills programmed materials)
5. Include in all conferences discussion of accountability standards and school year action zones for meeting program requirements.
6. Develop, early in the year, preliminary Basic Skills profiles for each student.
7. Complete Learning Site Analysis Forms for all sites being used by students for learning levels and project activities.
8. Monitor and record individualized student work in all strategies.
9. Initiate employer seminars and help students incorporate them into their individual project activities.
10. Be alert to, and report to other staff, any relevant changes in each student's performance and/or behavior.
11. Initiate accountability consequences, special conferences with students and so forth as necessary.
12. Hold end-of-zone debriefings to evaluate student progress and report evaluations to parents at the end of each school year action zone.
13. Certify student performance of required strategies and verify program completion.

about orientation to individual learning strategies see "Career Explorations," page 137, "Projects," page 220, "Learning & Skill Building Levels," page 307, "Competencies," page 350, "Student Journals," page 427, and "Employer Seminars," page 470; for orientation to learning resources, see page 489.

4. Hold first learning plan conferences to discuss assessment data, plan learning strategies and set initial target dates

These conferences are held during and shortly after orientation. Students meet with those staff responsible for negotiating individual learning strategies with them. Staff should

a. *make sure the student understands the program and the purposes of the learning strategy*

b. *compare the student's assessed abilities with his or her interests and goals and identify immediate learning needs*

c. *set short-term learning objectives to meet those needs, plan learning strategies and set target dates for their completion*

d. *arrange, if necessary, the next conference date with the student*

The learning manager discusses student journals and project negotiation in terms of Life Skills interests and assessed Basic Skills abilities. Also, the learning manager may discuss the relation between project activities and the student's career interests. *See "Student Journals," page 421, and "Projects," page 245.*

The employer relations specialist discusses career interests assessment and the selection of career exploration sites. Some returning students may choose immediately to begin learning levels; all students must however plan career explorations as well. *See "Career Explorations," page 148.*

The learning resource specialist discusses competency certification procedures, explains the learning center resource files and helps individuals with use of programmed Basic Skills learning materials. *See "Competencies," page 354, and "Projects," page 253.*

5. Include in all conferences discussion of accountability standards and school year action zones for meeting program requirements

   Since students will basically be managing their own time and scheduling the preparation and completion of their individual learning activities, it is critical that staff make sure they understand the program's minimum yearly performance requirements and the nature of the calendar zones for planning their learning tasks.

   See "Learning Plan Negotiation," pages 77 and 81.

6. Develop, early in the year, Preliminary Basic Skills Profiles for each student

   These will be updated through the year, but should be initially agreed on early enougn that students are not delayed in planning project and site activities commensurate with their Basic Skills needs and interests.

   See "Curriculum Outcomes," page 28, and "Projects," page 246.

7. Complete Learning Site Analysis Forms for all sites being used by students for learning levels and project activities

   Ideally, LSAFs should be on file for every site students visit on career explorations. Given the numbers of sites in the EBCE network, staff usually complete as many as they can early and definitely finish one for each site chosen for learning levels.

   See "Learning Plan Negotiation," page 72, "Projects," page 213, "Learning & Skill Building Levels," page 301 and Appendix C. For a more detailed walk-through of the LSAF see Employer/Community Resources, Appendix M.

8. Monitor and record individual student work in all strategies

   After their initial learning plan conferences, students should be working independently at the learning center and at sites in the community on all the various learning strategies. Staff and students individually set dates throughout the year for conferences to discuss progress and plan new strategies.

   "Student Records," Student Services, Items 9-14, explains and displays all student-related record forms and procedures. For monitoring and recording discussion of the separate strategies, see "Career Explorations," page 157, "Projects,"

page 264, "Learning & Skill Building Levels," page 323, "Competencies," page 355, "Student Journals," page 425, and "Employer Seminars," page 474.

9. Initiate employer seminars and help students incorporate them into their individual project activities

   As much as possible, learning managers and employer relations specialists should try to help students plan project activities to follow through on information gained during employer seminars.

   See "Employer Seminars," page 472.

10. Be alert to, and report to other staff, any relevant changes in each student's performance and/or behavior

    Zone progress meetings and zone debriefings held regularly for each school year action zone enable staff to meet together to share information. In addition, the Accountability Write-Up form, and Maintenance Visit Record form can be used to pass information to other staff; also staff meet informally as needs arise.

    See "Learning Plan Negotiation," page 66.

11. Initiate accountability consequences, special conferences with students and so forth as necessary

    Since students are working to a large extent on their own and at sites in the community, it is critical that staff respond quickly to any problems or special issues that might arise.

    For accountability consequences and conferences, see "Learning Plan Negotiation," pages 78 and 85.

12. Hold zone debriefings to evaluate student progress and report evaluations to parents at the end of each school year action zone

    In addition to the record system (which should be kept up-to-date for each student, staff also use zone debriefings to summarize their observations and information about individual student progress. Results of these meetings are summarized and used during parent reporting conferences.

    See "Learning Plan Negotiation," pages 67 and 90.

13. Certify student performance of required strategies and verify program completion

The learning manager is responsible for verifying student work in projects; the employer relations specialist oversees career explorations and learning and skill building levels; the learning resource specialist verifies student competencies work, competency certifiers from the community actually sign off on individual competencies.

For program completion requirements, see "Learning Plan Negotiation," page 52. For the credentialing process, see "Program Entry/Exit," page 37. For general discussion of performance and evaluation as it applies to individual learning strategies, see subsequent sections of this handbook. "Curriculum Outcomes" provides summaries of evaluation for each curriculum component; for Basic Skills, see page 29, for Life Skills, see page 22, for Career Development, see page 34.

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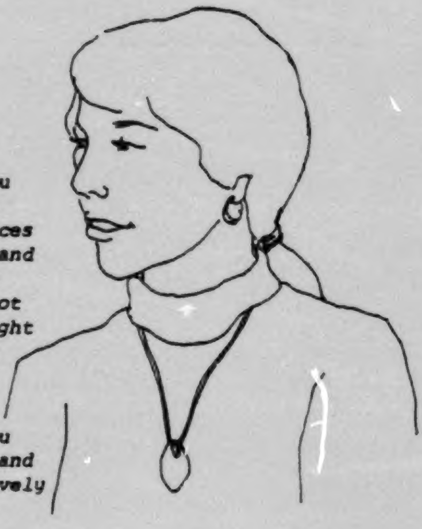
CHECK YOUR NEGOTIATION SKILLS

The following questions can help you look at your behaviors with students and see where you might wish to improve your negotiation skills.

Read over the questions once and check those behaviors you feel you already have. For each, write in an example from your own experiences to show yourself that you understand what the behavior involves. Then return to the questions you did not check and think about what you might do to improve yourself. Look for examples during your next negotiations with students.

Work with this checklist until you are comfortable with your skills and satisfied you are dealing effectively and honestly with students.



INITIATING BEHAVIORS

☐ Do you consciously take steps to put the student at ease? Give an example:

☐ Do you make the learning task requirements clear to the student? Give an example:

☐ Do you let the student know which aspects of the task are negotiable and which aspects are not? Give an example:

☐ Do you think to ask clarifying questions? Give an example:

☐ Do you invite the student to ask questions in return? Give an example:

☐ Do you challenge the student to explore more areas or look at areas of greater difficulty? Give an example:

☐ Do you encourage the student to find personal meaning in the tasks being negotiated? Give an example:

☐ Do you provide openings for the student for self-discovery; do you avoid leading students by the hand, telling them everything they "should know" about themselves? Give an example:

☐ Do you give opportunities for the student to reveal personal feelings, self-concepts, opinions that may be threatening? Give an example:

☐ Do you use your interviews with students for diagnostic purposes, reviewing with yourself afterwards what you learned about the student and his or her needs? Give an example:

☐ Do you end your sessions with students on positive notes? Give an example:

☐ Do you try to build an atmosphere of acceptance and free exchange of ideas? Give an example:

☐ Do you show care for the student as an individual? Give an example:

RESPONDING BEHAVIORS

☐ Are you willing to explore suggestions the student makes? Give an example:

☐ Do you answer questions directly, or do you keep things back? Give an example:

☐ Are you alert and responsive to clues the student might give you--such as uneasiness, imprecise or evasive answers and so forth? Give an example:

☐ Are you a good listener; do you show the student you want to hear? Give an example:

☐ Do you give useful feedback on ideas and behaviors the student shows? Give an example:

☐ Do you assure students that their ideas, suggestions and behaviors are confidential that they can trust you? Give an example:

(Appendix H, Management & Organization, discusses inservice training for EBCE staff.)

CAREER EXPLORATIONS

CAREER EXPLORATION

CAREER EXPLORATIONS

Career explorations are three- to five-day student encounters with the people and job tasks related to occupations that interest them. At community sites of their choice, students complete Exploration Packages that help them practice investigation and assessment techniques they can use in career planning throughout their lives.

EBCE PURPOSES FOR CAREER EXPLORATIONS

The career exploration process is an important EBCE strategy for helping students perceive and act on the relationships among learning, social interactions, and earning a living. Career explorations integrate activities in all three curriculum areas (Life Skills, Basic Skills and Career Development) and are intended to help students

1. meet adults and see how they interact in the course of a normal workday
2. learn about particular occupations while refining their career selection skills by
    a. investigating the personal and educational/training prerequisites of specific jobs
    b. examining how psychological, social and environmental factors can affect working conditions and job satisfaction
    c. comparing personal characteristics and values with those perceived at various work sites
3. find their way into and around the community to gain a more realistic sense of themselves as members of a changing society
4. confidently use interviewing and critical thinking/observation techniques to gain information and draw conclusions

5. use new data gained during explorations to adjust their individual goals and learning plans, particularly in terms of subsequent site choices, project negotiations and related learning level activities

THE PEOPLE INVOLVED

The employer instructor (EI) is the individual who has agreed to work with a student at his or her job site.

The employer relations specialist (ERS) is the EBCE liaison between program and employer site personnel who facilitates and monitors the student's placement on and use of sites.

The learning manager (LM) and learning resource specialist (LRS) are learning center staff who support student site learning as it relates to project activities and to the general direction of the student's total learning plan.

RELATIONSHIP TO INDIVIDUAL LEARNING PLANS

The Exploration Package completed for each site helps students focus on and organize their site experiences so as to better understand their career interests and options. Students also meet in groups to share their site experiences and to discuss the impact of what they have learned on their present and future career development goals.

Perspectives gained by the student through career explorations also figure significantly in negotiating other EBCE learning activities. Exploration may lead to the student's choosing to return for more extensive learning level or skill building activities at a site; or experiences at a site might cause a student to explore other sites in careers he or she had never considered before. In some cases, career explorations form the base for individual projects that integrate learning in all three curriculum areas. Students are also encouraged to write observations on their career explorations in their journals as an additional way of synthesizing their site experiences.

EXPECTATIONS FOR STUDENTS

All students are required to use career information resources and to select a minimum of five job sites for career explorations each program year. Each site experience lasts from three to five days and must include completion of an Exploration Package.

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Each exploration is evaluated by the employer instructor and employer relations specialist on the basis of the quality of the Exploration Package.

Time and performance criteria are established independently for each exploration, depending on the needs of the student and the circumstances at individual sites. The program generally requires that students spend at least 15 hours per week on site activities. Those hours are achieved through whatever combination of site uses is appropriate to the individual's interests and needs--that is, career explorations, learning levels, skill building levels or special placements.

Students are expected to adhere to accountability standards for site behavior, particularly concerning site regulations and time arrangements.

STUDENTS WORKING AT SITES

EBCE employer sites are recruited to participate in a comprehensive learning program; students cannot work for pay during school hours at any of the sites they are exploring. Nor are students allowed to become "commercially productive" by actually performing tasks that might give the employer commercial returns for their efforts. While explorations are short enough that these issues ordinarily do not arise, staff, students and employer instructors should be made aware of them. Students wishing to be employed at EBCE sites may arrange to work there after school hours. (See "Learning & Skill Building Levels," page *287*, for a display of $(CE)_2$'s rationale and policy statements on commercial productivity and work for pay.)

SUMMARY OF CAREER EXPLORATION ROLES

STUDENT	*EMPLOYER RELATIONS SPECIALIST (ERS)*	*EMPLOYER INSTRUCTOR (EI)*	*LEARNING MANAGER (LM) AND LEARNING RESOURCE SPECIALIST (LRS)*
Attend orientation	Orient EIs and students	Agree to receive students on explorations	Support student orientation
Take career interest tests to pinpoint options Pick community sites for exploring careers of interest Research site and job characteristics and talk with ERS about choice	Counsel students on their career interests and site choices, helping them with research as necessary; discuss career interests in terms of other learning activities and goals	Confer with ERS regarding site information students can use when researching their career options	LRS supports student career research LM helps counsel students, relating career interests to other learning goals and activities
Go to site, meet EI, sign placement contract for time to be spent at site	Make appointments for student site placements, going with students on their first explorations to introduce them to EIs	Schedule time for students to visit site	LM negotiates as necessary Basic Skills exercises or project activities to be completed at a specific site
Return copy of placement contract to ERS and receive blank Exploration Package	When students return placement contracts signed by EIs, give them blank Exploration Packages	Receive student, complete placement form and introduce him/her to site and other personnel	LRS helps student obtain and use cameras or tape recorders for completing Exploration Packages
Complete Exploration Package and any other learning activities	Maintain contact with EIs, monitor student attendance/ performance	Respond to student questions, help as necessary with work on Exploration Package and other learning activities	LM interacts with ERS regarding student learning progress
Obtain EI verification of completed package Write thank you letter		Sign Exploration Package when completed satisfactorily; sign and mail placement contract postcard to ERS to verify student attendance	LM certifies as necessary the completion of any site-related learning activities
Notify ERS of conclusion, turn in Exploration Package Select other sites to explore and attend debriefings with ERS and other students	Receive and comment on completed Exploration Packages Continue career counseling and hold debriefings with students	Relate to ERS any observations, opinions, criticisms of exploration process or particular student performance	LM and LRS continue helping the student integrate site experiences with choices of learning activities, goals and resources

Steps to Follow

The steps listed below generally outline tasks staff must consider when planning and implementing career explorations. Checklists of specific student and employer instructor tasks appear in the narrative for Item 10.

PREPARING FOR CAREER EXPLORATION *page*

1 Agree on purposes and requirements for career exploration *111*

2 Prepare assessment instruments and other resources students will use to select sites *116*

3 Agree on design of Exploration Package *119*

4 Plan site placement procedures *122*

5 Designate staff to oversee career explorations *126*

6 Agree on student rights and responsibilities for career explorations *128*

7 Identify opportunities for explorations in the community *130*

8 Establish recordkeeping for career explorations *131*

9 Arrange for transportation and other supportive logistics and materials for student site use *134*

10 Conduct orientations for students and employer instructors *137*

WORKING WITH STUDENT EXPLORATIONS

11 Initiate career assessment and use of resources for student site selection *145*

12 Counsel students regarding their site choices *148*

13 Arrange with employer instructors for students to go to their sites for explorations *151*

page

14 Make sure students and employer instructors understand what they will be doing on the site 152

15 Negotiate, as appropriate, additional learning activities for student explorations 155

16 Record site placements and monitor student explorations, including work on Exploration Packages 157

17 Initiate accountability consequences as necessary 159

18 Share information about student explorations with other staff 162

19 Respond to completed Exploration Packages, verifying employer instructor evaluations 165

20 Record completed explorations and support continued student site uses 166

21 Hold debriefing meetings with students 168

Preparing for Career Exploration

1

Agree on purposes and requirements for career explorations

Career exploration purposes and requirements are summarized in the preview to this section (see page 105-107). In the following discussion we offer some additional remarks about the nature of this strategy that your staff might consider.

THE EXPLORATION PROCESS

Career explorations should not be limited to students acquiring information about careers. Rather, site experiences should come full circle in the student's use of that information to re-examine options and make decisions related to educational goals and lifestyle aspirations in general.

It is therefore important for staff, students and employer instructors to remember that career exploration is a process. It comprises a logical series of steps through which students learn more about a specific job and relate that learning to their own interests and abilities. In an EBCE program these steps overlap several key sets of activities that are treated in more detail later in this section:

1. the preliminary self-reflection, assessment and career research students do as part of selecting sites (see Items 2 and 11)

2. the onsite and followup investigation and matching of self and job that students perform as part of their actual exploration of selected job sites (see Items 3 and 14)

3. the subsequent negotiations of other sites to explore or the return to a site for learning level activities (see Items 12, 20 and 21)

4. the various interactions students have with staff to design individualized learning plans that bring together Career Development experiences with Basic

Skills and Life Skills objectives commensurate with each person's perceived needs, interests and abilities (see below, "Relation to Other Learning Strategies," and Item 15)

By repeating the exploration process a minimum of five times each program year students have several opportunities to acquire and practice the general skills and confidence necessary to continue assessing, investigating and refining their career options and planning learning activities on a lifetime basis. These skills are provided for in the exploration process and practice in them is also built into all negotiations students have with staff--particularly regarding the design of individualized project activities. Staff responsible for career explorations should therefore understand that this strategy does not stand alone; it is one of a battery of EBCE strategies which together are capable of delivering comprehensive and integrated learning experiences to the student.

To demonstrate the logic built into all EBCE learning strategies the display on the following page shows how critical thinking steps basic to implementing student projects also apply to career explorations.

RELATION TO OTHER LEARNING STRATEGIES

In considering the purposes of career explorations staff should also agree on the relation between explorations and next steps students might take to follow through on their interests and learning needs. These next steps will be selection of other sites to explore, choosing to return to a site for learning level activities and/or negotiating related project activities.

Career Explorations and Learning Levels

While career exploration may be seen as a preliminary step to more involved learning level activities it should not be underrated as an instructional strategy in itself. These two levels offer quite different kinds of learning and students should be free to select for themselves which kind they wish to emphasize.

In explorations students look over many different options. They move from site to site, touching on a wide variety of skills, meeting an equally wide assortment of people and observing many different kinds of work environments, products and values. Students may learn a lot about jobs and work in general and they

CAREER EXPLORATION AND CRITICAL THINKING

Much of experience-based education hinges on students learning to think for themselves. To that end $(CE)_2$ devotes an entire Life Skills area to the critical thinking steps necessary to process and act on information gained from various experiences. Following are basic critical thinking objectives looked at from the point of view of career explorations. These same objectives help organize the design of student projects and underlie all learning plan negotiation activities.

Identify the Problem or Issue

The major problem is pretty much given as a condition of life: it is to learn as much as possible about a variety of jobs so the young person can make more intelligent choices about schooling, careers and life aspirations.

Gather and Sort Information Related to the Problem

Students utilize career interest assessment tests to begin sorting their own aspirations in relation to their interests and abilities. Attending an orientation to career exploration further encourages them to actively and consciously examine themselves and their available options.

Interpret the Information

This is a continuous step beginning with self-assessment and extending through researching interesting jobs and selecting sites to explore, exploring them and selecting others. Constant interaction with staff and employer instructors helps guarantee that students consider the different alternatives that can be interpreted from the information they gather about themselves and about available jobs.

Develop a Variety of Alternatives and Define Course of Action

Students develop their alternatives by investing themselves in the actual experiences and procedures necessary to explore sites. By interacting with employer instructors and completing Exploration Packages for each site, students continue gathering and interpreting information for several alternative career options and begin defining courses of action (that is, subsequent site choices and learning activities) that more directly reflect what they know about themselves and their interests.

Evaluate Results of the Action and Take Alternative Course if Necessary

This step also builds continuously. It is specifically provided for by the completion of the Exploration Package "match or mismatch" activities, receiving the employer instructor's comments and talking over experiences and conclusions with staff and other students.

may meet many potential role models in the persons of various employer instructors, but they are not required to commit themselves to any job or person for any great length of time.

On the other hand, students choose sites for learning levels specifically because they decide to concentrate their energies in one place for a while and dig into the learning potential of a particular job and site. While they may perform more complex activities at a learning level, those activities are also simplified insofar as they are all organized around the learning of a given job and usually take place with the regular support of one adult at that site.

$(CE)_2$ does not try to differentiate between the value of one kind of site experience over another. All students are encouraged to follow through on at least one of their explorations by studying a job site in greater detail through a learning level. The program also recognizes that some students may prefer to shop around through explorations while others will find the kinds of commitment and concentration occurring at the learning level are exactly what their goals and personal characteristics require.

Life Skills and Basic Skills

With both career explorations and learning levels students can negotiate Life Skills project activities that help them meet basic curriculum objectives in ways that are commensurate with their preferences and needs. Students can use either type of site to practice and refine their Basic Skills, acquire more detailed comprehension of the Life Skills and achieve basic Career Development objectives.

For instance, the Exploration Package is primarily geared to help students in their career development, but it also gives practice in a variety of Basic Skills and Life Skills. The process of meeting and interviewing site personnel exercises communications skills and the Life Skills areas of critical thinking and personal/social development. Similarly, to answer questions in the package students again exercise critical thinking and some of the self-reflection and decision-making skills associated with personal/social development. By the same token, project and skill development activities that take place during learning levels will involve the student in Basic Skills and Life Skills processes as they actually come together in daily tasks at a job site.

Optional Site Uses

There are two optional types of site use students should be aware of as they consider the learning possibilities of various sites.

Skill building levels may be negotiated at EBCE sites for those students wishing to acquire the skills needed for actual employment in a given occupation. Students may not use this option until they have finished most or all of their program requirements. Special placements are a second optional site use in which students go to a site for a limited amount of time expressly to complete a particular project activity. Both are treated in greater detail elsewhere in this handbook (see "Cross-References" below).

CROSS-REFERENCES

Ways in which student learning activities are integrated with one another are further discussed in "Learning Plan Negotiation," pages 43-51.

Two important strategies related to career explorations that are discussed elsewhere in this handbook are projects, on pages 189-273, and learning levels, on pages 277-327.

The skill building level is summarized in "Learning & Skill Building Levels," pages 285-286.

Special placements at employer sites are discussed as an optional use of community resources in "Projects," page 211.

A display of $(CE)_2$'s Career Development outcome goals, learning objectives and suggested learning strategies for implementing each objective appears in Appendix B.

2

Prepare assessment instruments and other resources students will use to select sites

ASSESSMENT INSTRUMENTS

Some way of assessing career interests should be available to help students select sites and to give them practice in self-reflection and investigation processes important to career planning. $(CE)_2$ students use two instruments to identify their individual career interests:

> The Self-Directed Search (SDS) helps identify career areas in terms of the student's preferences and characteristics
>
> The Career Information System (CIS) is a regionally-based computer system that helps students identify their interests and enables them to pinpoint specific jobs and occupations available in the Pacific Northwest (Oregon in particular) that relate to their interests.

The SDS is primarily an interests refinement tool that tells what kinds of occupations might suit students according to the way they answer questions about themselves and their self-perceived characteristics. It is available nationally and consists of a self-administered questionnaire booklet and a corresponding key listing occupations that match the student's interests according to how he or she answered questions in the booklet.

The CIS has both an interests refinement portion and a "Quest" program to help students learn more specific qualifications and/or training opportunities in occupations that interest them. While $(CE)_2$ uses its computer terminal features (direct hook-up to a computerized data bank), the CIS system is also available in needle-sort cards for schools choosing not to use computer terminals.

Career assessments can be repeated throughout the year to help students compare test results with their actual experiences at sites in the community. In this way they can begin to broaden their perspectives of a given career, focus on individual variations that occur at any one job site and recognize their own growth in career awareness and decision-making abilities.

See Item 11, page 145, for how $(CE)_2$ students use both instruments in their career explorations.

OCCUPATIONAL AND SITE RESOURCES

To realistically identify career interests students should also have access to detailed descriptions of individual occupations and supplementary references that offer broader perspectives on the nature of work and career planning. While $(CE)_2$ relies heavily on the Quest portion of the CIS for descriptions of occupations it also has at the learning center printed and multi-media materials pertaining both to particular jobs and to general career development issues. Remember when selecting resources that they should serve primarily as instruments of an ongoing career counseling process that is based on actual student experiences of careers which occur during their explorations.

The CIS, with its computer terminal and several different information services, offers invaluable "hands on" learning opportunities for students. They can sit down at the computer terminal and ask the computer questions about work aspects such as probable wage and salary ranges or probabilities for continued employment and be brought in touch with specific jobs that match the characteristics they desire. Students can also use additional data and references gained from the CIS to compare with their actual experiences at sites in the community, thereby both broadening their perspectives of a given career and focusing on the individual variations that occur at any one job site.

Characteristics of the sites participating in the EBCE program should also be kept on file at the learning center. This information usually includes ERS notes and records (including site descriptions and Learning Site Analysis Forms) and Exploration Packages completed by other students who have visited sites. A more detailed description of these resources and discussion of their use appears in Item 11, page 146.

CROSS-REFERENCES

The Career Information System and Self-Directed Search are further described and a sample Quest print-out displayed in Appendix E. Ordering information for both instruments is also given in that appendix.

"Learning Resources," pages 494-504 contains more information about site resources and career development references.

See Appendix F for a list of the basic materials collection kept by $(CE)_2$ at its learning center. Because of the wide range of career development resources currently available we do not make *any specific recommendations as to which you should purchase for learning center use. We assume your own district and school libraries will already have many such materials on hand.*

The Learning Site Analysis Form (LSAF), completed for all sites used by students on learning levels and, whenever possible, for exploration sites as well, is discussed in "Learning Plan Negotiation," pages 72-76. A sample of the LSAF appears in Appendix C.

3

Agree on design of Exploration Package

The Exploration Package developed by (CE)$_2$ to help students initiate and follow through on their individual career explorations is displayed at the end of this section (pages 169-185). Below we offer a brief description of that package. Further discussion of what students do at sites in addition to completing the package appears in Items 14 and 15.

DESIGN

(CE)$_2$'s Exploration Package is structured so that students work through a mini-cycle of career development activities which include

1. initial encounter with the employer and site
2. observation and investigation of job and site particulars
3. reassessment of personal interests and qualifications for that type of work
4. a wrap-up evaluation of the exploration experience and next steps that might be taken

There are several "before" sets of questions which the student answers at the beginning of an exploration, spaces for photographs or written descriptions of site observations and several sets of "after" questions to be completed at the end of the evaluation. Questions are worded to familiarize students with looking at common factors that impact job success and satisfaction at any site.

The package includes a folder with pockets for slipping in literature obtained at the site and any tape recordings the student might make of interviews with site personnel. Copies of additional comments made by the student and his or her thank-you letter to the EI are also filed in the pockets. To help students focus on the many career options open to them, the folder displays the 15 basic job clusters identified by the United States Office of Education. The cluster can be a starting point for staff and employer instructors in talking to students about careers and the various relations that may exist among different types of work.

While the package does not take very long to complete--perhaps a couple of hours--it is set up so that the student can work on it throughout his or her stay at the site. Students should be reminded that the package is their primary means of recording what they are learning at the site. They should take it seriously both as a learning tool and as a reference other students may be using for deciding whether or not to explore the same site themselves.

JOB SITE INFORMATION

The package itself does not have places for the student to actually record the many kinds of occupation-specific information that can be gained at a site. This is because the interview portion of the process is intended to capture the bulk of that kind of information. Students can also make lists of facts that particularly interest them and file them along with other site-related materials in the folder pockets.

Following is a summary of the typical kinds of data students might gain from interviewing their employer instructor:

1. working conditions: hours, environment, fringe benefits, salary, advancement opportunities, legal issues

2. types of jobs available: work tasks performed, kinds of skills exercised and incentives particular to specific job activities (for example, satisfaction gained from using certain tools or producing a particular product, advancement or travel opportunities that might be attached to increased expertise in a special skill)

3. products and services offered: what the job site produces, how its activities relate to the community needs and the consumer economy

4. job-related materials: primarily literature available for further information about the job, its conditions and products

5. organizational structure: the company's management patterns; where and how decisions are made and communicated to employees; channels employees have to air their needs and criticisms

6. specific job qualifications: legal (age limits, security/economic constraints and requirements and so forth), physical, psychological and prerequisite training and educational credentials

COMPLETING THE PACKAGE

The package is designed so that procedures for completing it are basically self-explanatory. Students must

1. tape an interview with the employer instructor (or record it in writing)
2. answer questions listed in the package
3. take photographs, draw sketches or write descriptions of site scenes
4. record comments and observations as appropriate
5. gather site literature
6. write a thank-you letter to the employer instructor (copy to be filed with the package)
7. turn the package over to the employer instructor for evaluation
8. notify the employer relations specialist of package completion, turning it in for ERS comments and certification of completion

4 Plan site placement procedures

PLACEMENT PROCEDURES

Site placement procedures currently used by $(CE)_2$ are listed below with references to other items in this section where further details are discussed.

1. After assessing career interests the student looks over sites listed in the $(CE)_2$ employer network and picks one that relates to an occupation he or she is considering. (See Items 2 and 11, pages 116 and 145.)

2. The student uses the Quest portion of the Career Information System to gain more detailed information about that particular occupation. (See Item 11, page 145.)

3. The student takes the Quest printout to the employer relations specialist to discuss the site choice and set a time for beginning the exploration. (See Item 12, page 148.)

4. After discussing the student's site choice the employer relations specialist

    a. makes sure the site is available (by checking personal notes or the program's Status Board)

    b. telephones the employer instructor and arranges an appointment for the student

    c. notes the time arranged for the student on the "first appointment" blank on the Student and Employer Instructor Contract form (discussed on the following page)

    d. posts the first sheet of the contract form on the Status Board to indicate the student has an exploration site pending

    e. gives sheets two and three of the form (together with the Employer Instructor Report postcard) to the student

    f. makes sure the student arranges transportation to the site (if it is a student's first site the ERS will go along, usually providing the transportation, see item 9, page 134)

5. The student arranges transportation and arrives at the site at the agreed on time.

6. Once at the site the student negotiates with the EI the total hours and days he or she will be exploring the site and records this information on the Student and Employer Instructor Contract form.

   After they both sign the form the EI keeps one copy as a record and also retains the Employer Instructor Report postcard which will be mailed to the ERS at the end of the exploration.

7. The student returns the remaining sheet of the contract form to the ERS and receives a blank Exploration Package.

8. The ERS then takes the form returned by the student (which has the scheduling grid filled out and is signed by both student and EI) and mounts it on the Status Board to indicate the site is currently being explored by that student. The original form placed on the board at the time of the student's first appointment is discarded.

9. The student returns to the site for the remaining days of the exploration, completing the Exploration Package and obtaining the EI's verification. (See Items 14 and 15, pages 152-156.)

10. When the site has been explored the EI signs the Employer Instructor Report postcard verifying the student's attendance and mails it to the ERS. (See Items 17 and 18, pages 159-164.)

11. The student returns to the learning center and selects another site for exploration, repeating steps two through nine above.

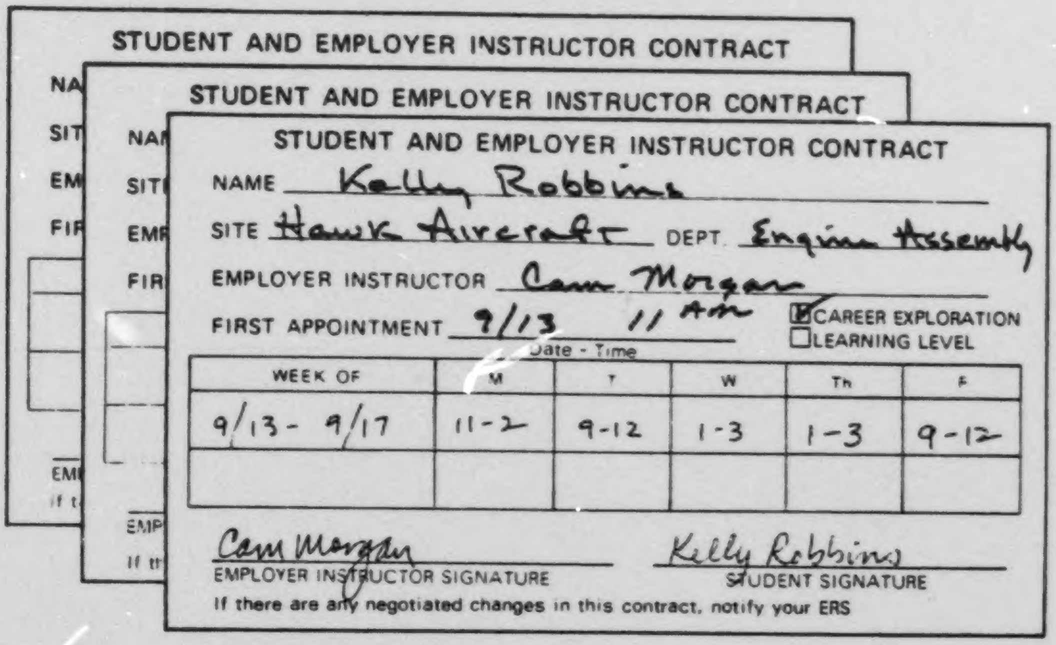
    The first step, which involves use of the Career Information System and Self-Directed Search, is encouraged as often as students need to continue refining their career interests. All students must repeat both instruments at least at mid year. (See Item 18, page 162.)

STUDENT AND EMPLOYER INSTRUCTOR CONTRACT FORM

The Student and Employer Instructor Contract form was instituted to better systematize all site placement and attendance recordkeeping needs. Previously students carried time slips which employer instructors signed and the students returned to staff. The contract form avoids the liability of the student forgetting to have the slip signed or losing it before it is recorded. It also helps the ERS know where students are in their site learning activities.

SITE PLACEMENT FORMS

Three-part form used to note the student's first appointment and to schedule times the student will be at the site.



STUDENT AND EMPLOYER INSTRUCTOR CONTRACT

STUDENT AND EMPLOYER INSTRUCTOR CONTRACT

STUDENT AND EMPLOYER INSTRUCTOR CONTRACT

NAME Kelly Robbins

SITE Hawk Aircraft DEPT. Engine Assembly

EMPLOYER INSTRUCTOR Cam Morgan

FIRST APPOINTMENT 9/13 11 AM (Date - Time)

☑ CAREER EXPLORATION

☐ LEARNING LEVEL

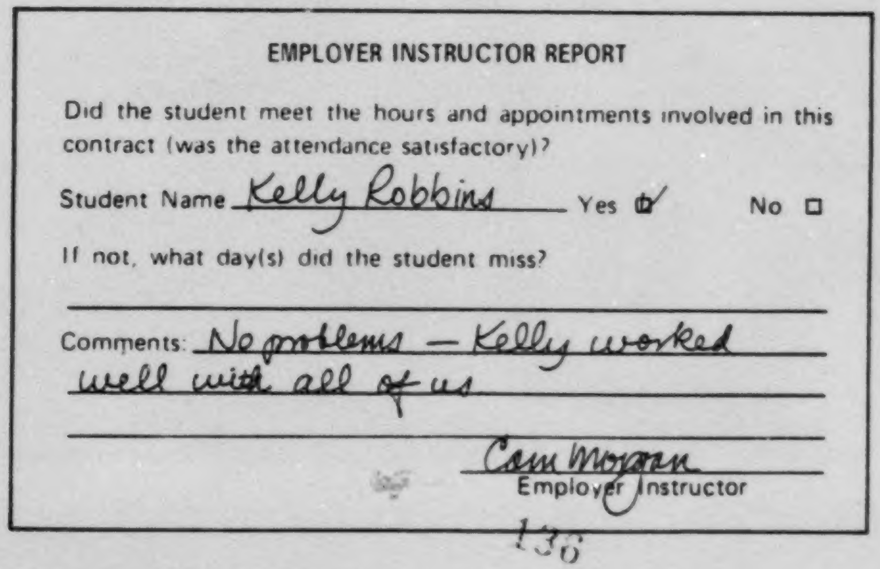
WEEK OF	M	T	W	Th	F
9/13 - 9/17	11-2	9-12	1-3	1-3	9-12

Cam Morgan
EMPLOYER INSTRUCTOR SIGNATURE

Kelly Robbins
STUDENT SIGNATURE

If there are any negotiated changes in this contract, notify your ERS

Postcard used to verify student attendance.



EMPLOYER INSTRUCTOR REPORT

Did the student meet the hours and appointments involved in this contract (was the attendance satisfactory)?

Student Name Kelly Robbins Yes ☑ No ☐

If not, what day(s) did the student miss?

Comments: No problems — Kelly worked well with all of us.

Cam Morgan
Employer Instructor

The form itself consists of a three-part no-carbon-required (NCR) portion and an attached Employer Instructor Report postcard. The NCR pages of the form include space for

1. names of student, employer instructor, site and department or learning station (if there are more than one at the site)

2. time of first appointment

3. level of site participation (exploration or learning level)

4. a two-week scheduling grid filled out by the student and employer instructor

5. places for the student and EI to sign their names

The Employer Instructor Report postcard allows the EI to verify and comment on student attendance. The site is not recorded as officially explored by the student until the postcard has been received. Nor is the student reimbursed for gasoline (if private transportation was necessary) until the postcard arrives verifying the student actually went to the site for the agreed on number of days.

PLEASE NOTE: The placement contract and postcard system verifies attendance only; employer instructor comments and signature in the Exploration Package verify student performance.

CROSS-REFERENCES

Item 8, page 131, of this section summarizes all recordkeeping relevant to career explorations and gives references to the "Student Records" section of Student Services where forms are displayed and recordkeeping procedures further detailed for the entire program.

The Status Board, which displays each student's current learning activities and community sites, is also discussed in "Student Records," Student Services, Item 13.

Site maintenance procedures handled by the ERS are described in detail in "Site Utilization," Employer/Community Resources.

5 Designate staff to oversee career explorations

EMPLOYER RELATIONS SPECIALIST

The employer relations specialist has the key staff role in the exploration process. His or her basic responsibilities include

1. orienting students to career explorations and helping them use career assessment tools
2. counseling students on their site choices
3. making sure student selections and available sites are distributed to avoid scheduling conflicts
4. arranging details with employer instructors
5. accompanying students to sites for their first explorations
6. reviewing with employer instructors their responsibilities
7. maintaining ongoing contact with employer instructors to answer questions and resolve problems
8. monitoring student site attendance, performance and progress on Exploration Package
9. supporting and monitoring additional onsite learning activities as necessary
10. evaluating, recording and filing completed Exploration Packages
11. holding debriefings with groups of students
12. sharing with other staff any learning needs or performance characteristics discovered during student explorations that should be noted
13. providing career and personal counseling on an ongoing basis

OTHER STAFF

At the learning center the learning manager helps students integrate their site experiences into project activities that reflect any changes in interests or goals arising from explorations.

Similarly, the learning resource specialist may help students pursue resources (occupational literature, career development references and use of the computerized Career Information System) they need to pinpoint jobs of interest to them. The LRS also helps students use tape recorders and cameras necessary to document their explorations and may facilitate film processing for site pictures taken by students.

A summary of staff, student and employer instructor roles for career explorations appears on page 108.

CROSS-REFERENCES

The role of the employer relations specialist is featured throughout Employer/Community Resources and in "Personnel," Management & Organization, page 53.

The roles of the learning manager and learning resource specialist are dealt with throughout this handbook; specific role descriptions appear in "Personnel," Management & Organization, pages 52 and 54.

6

Agree on student rights and responsibilities for career explorations

RIGHTS AND RESPONSIBILITIES

A basic rule of thumb in EBCE is that students have the right to renegotiate activities and objectives as their experiences lead them to revise their personal goals and reinterpret their learning needs. Since explorations last such a short period of time students are normally encouraged to finish the sites they begin exploring. $(CE)_2$ does not, however, require students to complete all the sites they begin; rather they must complete five each year. If they choose not to finish a site or leave an Exploration Package incomplete they do not receive exploration credit for that site and must select another site to meet program requirements.

A student deciding to drop a site must discuss his or her reasons with the employer relations specialist. The student also must personally call the employer instructor to explain why the exploration is being terminated.

The most basic responsibility of students on career exploration sites is that they behave and perform in a realistic manner suitable to dealing with adults in an on-the-job situation. More specifically, students are expected to

1. take the lead in site research and selection
2. negotiate with EIs the time they will spend at the site
3. arrange for transportation to the site
4. observe employer rules and regulations and generally meet site expectations discussed with the EI and/or employer relations specialist
5. complete an Exploration Package for each site and turn it in when signed by the employer instructor
6. attend debriefings with staff and other students

In addition, students are encouraged to be alert to their own learning needs, revising their goals and negotiating other learning activities to match changes in their aspirations that might result from community site experiences.

Time Requirements and School Year Action Zones

$(CE)_2$ does not demand a certain amount of time to be spent at each exploration site. Some sites can be explored in two or three days; others may take a full week. More than one week for an exploration is usually discouraged--if a site has that much to offer a student he or she may return to it for a learning level.

The program does require a 15 hour minimum for all students to be at community sites each week. If a student finishes an exploration in less than 15 hours then another exploration or other type of site placement must be planned to meet that minimum.

To help students manage the scheduling of all their learning activities $(CE)_2$ uses a system of "action zones" which breaks the school year into smaller segments and recommends numbers of activities to be completed for each time period. The zones are set up so that students theoretically complete all five required explorations by the end of November. This is to encourage students to have examined a range of sites early in the school year so that they can be ready to choose sites for learning levels and extensive project activities which usually take a greater portion of the year to finish. Having gained a broad information base at community sites in the first several months, students are also in a better position to negotiate project and learning level details that realistically match their own perceived interests and needs.

Remember, however, the action zones suggest timelines for all students; individuals are free to negotiate with staff any variations in those timelines that seem appropriate to their own particular learning plans.

CROSS-REFERENCES

Procedures for implementing student accountability for explorations are discussed in Item 17, pages 159-161, of this section.

$(CE)_2$'s accountability standards and procedures for the entire program are described in "Learning Plan Negotiation," pages 77-91.

School year action zones are printed in the Student Handbook given students during orientation. The Student Handbook is displayed as Appendix A in Student Services. Action zones are also discussed in this handbook under "Learning Plan Negotiation," pages 81-84.

A more detailed list of student steps to follow for exploring sites is given in Item 10, pages 141-142.

7 Identify opportunities for career exploration in the community

At this point the employer relations specialist should remember that some sites may limit themselves to hosting students for career explorations only. Students should know the degrees of involvement a site offers before choosing sites to explore so they can plan whether or not to consider returning to a site for learning level activities.

Employer site information files at the learning center (see Item 11, page 146) should also summarize site characteristics and specify how many different learning stations are available at any one site. A "learning station" is simply a particular job or department at a site. Some larger businesses might offer learning stations in several different careers. For example, an automobile dealership could host students in its salesroom, service department and possibly business office as well.

CROSS-REFERENCE

The task of identifying and recruiting sites for the EBCE employer network is dealt with throughout the "Site Recruitment" section of *Employer/Community Resources*.

8

Establish recordkeeping for career explorations

The employer relations specialist also oversees most of the recordkeeping related to career explorations. Key items to be recorded are discussed below.

(CE)$_2$'S SYSTEM

Career Interests Assessment

The ERS summarizes results of the Self-Directed Search and Career Information System together with follow-up narrative about student choices and goals. This summary is passed to a clerk who enters it on the Student Profile sheet in the master records. The ERS updates this summary as time goes on--at least at mid-year when all students must repeat both instruments. A copy of SDS and CIS results is also sent to the student's parents; each time a Quest print-out is obtained by the student (necessary for each Exploration Package), a copy of that also goes to the parents.

Exploration Placements

Commencement and completion dates for each exploration are ascertained through the Student and Employer Instructor Contract form and are recorded by a clerk on the Student Experience Record sheet in the program's master records. Attendance is verified on receipt of the Employer Instructor Report postcard which the EI mails to the learning center when a student has finished an exploration (see Item 4).

Dates for sites currently being explored (that is, starting dates) are also noted in the Student Information Card kept by the ERS for each student and are displayed at the learning center on the Student Status Board (by posting one copy of the Student and Employer Instructor Contract form) so both staff and students can know where individual students are in their explorations (see also Item 4).

The ERS keeps both Student Information Cards and Employer Site Cards in a personal site maintenance notebook. The Student Information Card includes the student's name and type of site placement and is filed after the site card whenever a student chooses a site. At (CE)$_2$ each ERS is responsible for a certain number of sites and organizes his or her notebook by alphabetizing the Employer Site Cards. Students go to the ERS responsible for a particular site. Employer Site Cards include names of site and EIs there, types of placements available and whatever descriptive information the ERS wants to know on a continuing basis about the site.

Verification of Completed Exploration Packages

The employer instructor evaluates completed Exploration Packages and writes comments on the last pages of the package. The ERS also evaluates the package, verifying the EI's comments and signature, and writes comments on the same page in the package.

The Student Experience Record form which is used for recording attendance dates for explorations also has space for noting the numbers of completed explorations. An exploration is not considered complete until the package has been verified by the ERS.

Comments

Additional observations made either by the EI or by the ERS regarding a student's onsite performance or behavior should also be summarized by the ERS for his or her personal records. For example, a student may have trouble relating to certain kinds of people or find some types of sites threatening; some students work well under pressure, others do not. Staff need to record and share this kind of information so they can be better prepared to support each student's individual personal and learning growth.

The ERS may then draw from this information as necessary for

1. relating learning needs to other staff
2. commenting on the student's career development during parent reporting
3. summarizing the student's career development for the Student Profile

An Accountability Write-Up form is used by the ERS when necessary to record and communicate particular behavioral or performance problems. Copies may be sent to staff, students, parents or employer instructors.

In addition to being entered in the program's ongoing records, all of the above information also is summarized in various ways in the Record of Student Performance which certifies program completion and serves as a program transcript for EBCE students.

CROSS-REFERENCES

See Item 11, page 146, for discussion of site information records the ERS should keep to facilitate student site learning.

See Item 18, page 162, for how information sharing among other staff is handled.

The Student and Employer Instructor Contract form and Employer Instructor Report postcard are discussed and displayed in Item 4 of this section, pages 122-125.

Parent reporting is discussed in "Learning Plan Negotiation," page 69, and in "Student Records," Student Services, Item 15.

Accountability procedures and the Accountability Write-Up form are discussed in "Learning Plan Negotiation," pages 85-91.

Forms and methods used by the ERS for general site maintenance (including student and site notebook cards) are treated in "Site Utilization," Employer/Community Resources, pages 125-133.

The following recordkeeping forms are displayed and their related procedures discussed in "Student Records," Student Services:

Accountability Write-Up, Item 13

Record of Student Performance, Appendix D

Student and Employer Instructor Contract, Item 11

Student Experience Record, Item 12

Student Information Card, Item 14

Student Profile, Item 12

Further discussion of assessment, including a display of the Student Profile, appears in this handbook in "Learning Plan Negotiation," pages 54-65.

9 Arrange for transportation and other supportive logistics and materials for student site use

TRANSPORTATION

Transportation arrangements must be planned to insure that all students have a way of getting to and from community sites. At $(CE)_2$ students have a variety of options, including riding in a program van which makes regular runs throughout the community. Forms and procedures should be designed for either providing such transportation or for reimbursing students when they must use private or public transportation. Details of how $(CE)_2$ handles transportation, including sample forms and parental permission slips, appear in another handbook (see "Cross-References," page 136); at this point we offer you some remarks about learning-related aspects of transportation.

Having to arrange for their own transportation is a good way for students to practice responsibility and to learn how to pay attention to simple logistical details of life--such as remembering what time it is and when the bus or school van is scheduled to leave or arrive at a certain place.

Use of private vehicles, while not discouraged, should be watched for some of the common problems that can develop when students are free to use their own cars. That is, there will be those who prefer to cruise with their friends or to use "problems" such as car failure as excuses for not being at a site when they are expected. You may find with some students that you will have to ask them to use the program or city transportation system instead.

Also, transportation costs can be expensive. See if your city offers student rates for its metropolitan transit and obtain the necessary schedules and routing information for students to use when planning their own transportation. It is also useful to have a map posted which outlines bus routes. In keeping with program emphasis on responsibility, students themselves could be asked to gather such information.

We also recommend the ERS go along with students on their first explorations to help those students have positive first experiences with learning in the community. Occasionally try using the school van instead of your own vehicle when you do go with a student. This can give you a better sense of how students feel, what they talk about and so forth as they go out into the community.

If students are using the program van for transportation, the van driver should encourage them to avoid arranging odd hours or two visits in the same day. Students should try to plan their lunch hours at the sites and pay attention to the van's schedule to help the driver coordinate delivery and pick-up times with stops required by other students.

OTHER PROCEDURES AND MATERIALS

Exploration Packages

The Exploration Package is displayed on pages 169-185. You should print enough to enable all students to complete the required five packages per year plus extras for those wishing to explore additional sites. You might also want to print enough copies to give to visitors and other people interested in the program.

Identification Photographs

Identification photographs are a good way of letting site personnel and security officers know why a student is at the site. They also take some of the burden off the student for repeated explanation of his or her presence. $(CE)_2$ laminates the student's photograph on a small placard which gives the student's name and explains that he or she is visiting the site as part of an educational program.

PHOTO

I'm ______________________________,
a student from (school's name) .
I will be exploring your company
for a short time. As a part of
my educational program I will be
taking pictures and asking
questions related to your work.
Thank you for your cooperation.

Photographic Services

Photographic services will have to be located that offer quick return on film developing and processing for those photographs students take at exploration sites. The learning resource specialist might coordinate receiving film from students, getting it processed and returning it. Preferably a system should be set up whereby students can do most of the logistics involved--for example, an in-box for film cannisters, an out-box for processed photographs and a schedule of when film is taken to be processed mounted clearly for students to see.

Inexpensive cameras can also be purchased and checked out to students for their various learning activities. The program will have to decide whether to provide film for students or request that they supply their own.

Tape Recorders

Tape recorders may be made available for students to take with them and record their interviews with employer instructors. Again the learning resource specialist can coordinate their use and maintain an extra supply of tapes. Your program should decide whether to have students re-use tapes or to retain each taped interview as part of the completed Exploration Packages filed at the learning center.

Recordkeeping Forms

Recordkeeping forms to be prepared in advance are discussed in Item 8 (see page 131). Besides program records kept at the learning center, you will have to prepare multiple copies of the Student and Employer Instructor Contract and Employer Instructor Report postcards (see Item 4, page 122) which students take to each site explored. You may also want to print supplemental guides, checklists and other explanatory materials for employer instructors (see the EI checklist displayed in Item 10, page 139, for example).

CROSS-REFERENCES

Transportation forms and procedures are treated in "Business Management," Management & Organization, pages 129-135.

See "Learning Resources," page 507, for a list of photographic and audio equipment purchased by $(CE)_2$.

10

Conduct orientations for students and employer instructors

To prepare for orienting students and employer instructors you will want to review the narrative comments for all the steps to follow, particularly Items 1, 3, 12 and 14 which deal most directly with what students and EIs do at sites. Below we offer some context-setting observations about important issues to be considered.

STUDENTS

Student orientation should occur as part of the general program orientation activities held at the beginning of the program year. It should cover both the procedures students are expected to follow and the kinds of attitudes concerning use of community sites that the program wishes to foster.

Attitudes

There can be no simple summary of the things to prepare students for in career explorations because each exploration will be shaped by the unique interactions that occur as individual students encounter, react to and make decisions about sites of interest to them. Keep in mind that explorations are a vital part of the EBCE experience, serving as the first steps students take in confronting community settings for specific learning purposes. Also important is the fact that career exploration is a system of activities that includes self-assessment and information-processing skills students will be using throughout their program experiences and, hopefully, throughout their lifetimes.

In addition, students will be practicing numerous "coping skills" they may not have used before--dealing with adults, managing their own transportation, keeping to a time schedule, making decisions about what they are doing and what they want to do. Adults will be constantly presenting students with a multitude of alternate ways of living, thinking and feeling about people and about the world in general. Also, students will be learning how to "read the signs" of each new environment, observing for themselves the various expectations different sites place on the people who work there. Orientation should try to capture the flavor and excitement--the positive personal benefits--that use of the community for learning offers.

To help students carry through on what they have experienced during orientation $(CE)_2$ has the first sites students will be exploring already lined up for them by the second or third day of orientation. In the case of new students beginning their first explorations the ERS tries to accompany them to the sites where the EI has already been briefed and works to help the student feel comfortable.

You may wish to use the displays on pages 141-144 as a way of introducing students to the actual sequence of steps and various learning objectives they will be encountering for each exploration. They can be used as handouts or to organize your presentations.

Additional Workshops

Additional workshops should also be planned as the year progresses and staff perceive some students having particular troubles with the process or any of its elements. Debriefings held regularly with students (see Item 21, page 168) will catch many potential problems but staff should also consider gathering those students with common difficulties together for special one-time sessions.

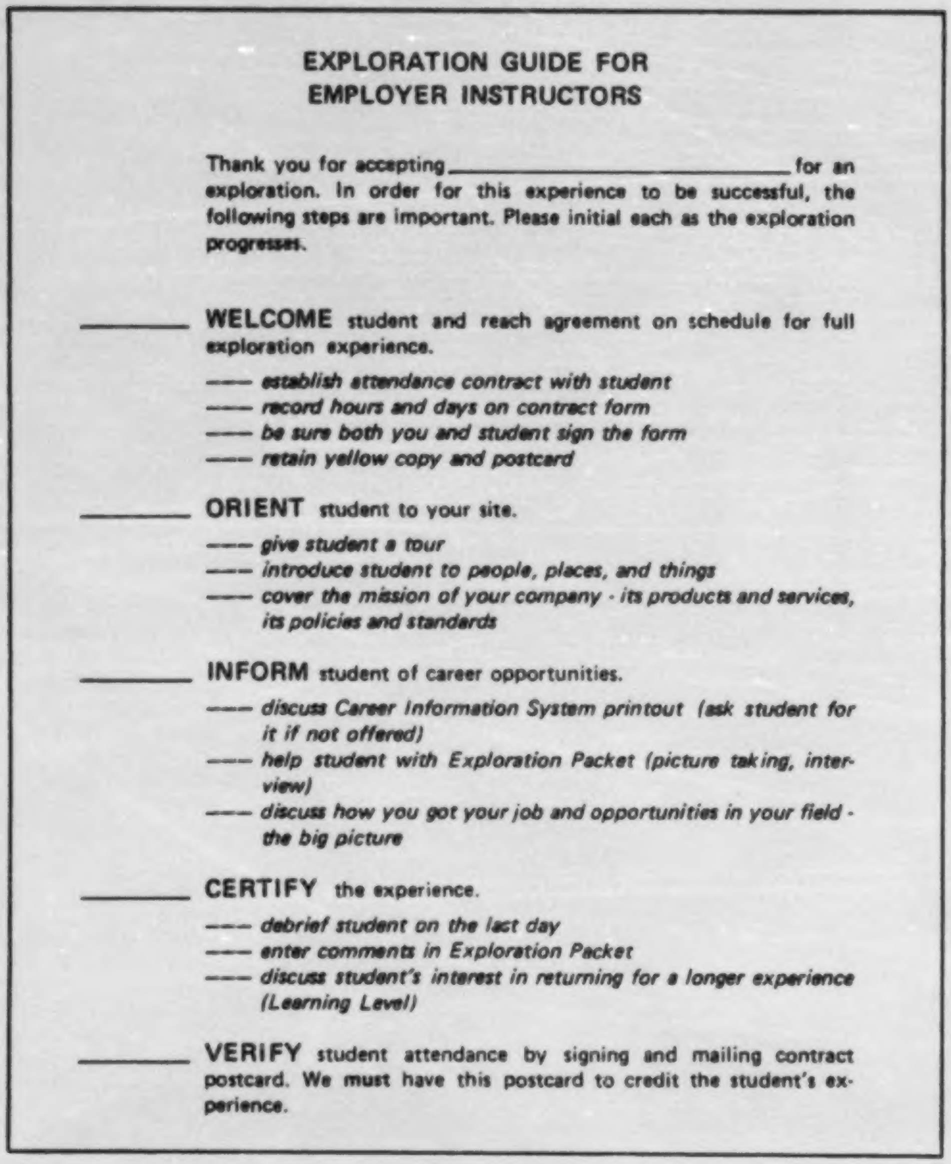
Students entering later in the year will also have to be oriented to the program and its different learning strategies. When there is a group of new students (as might happen at midyear), workshops can be planned along the same lines as those held at the beginning of the year. Students entering individually might be briefed by the ERS and assigned to students who have been with the program a while and who can introduce them to other students while filling them in on various features of the program and its procedures from the student's point of view.

EMPLOYER INSTRUCTORS

Employer instructor orientation and training for the entire program is detailed in another handbook (see "Cross-References" below). Employer instructors are introduced to the program when their sites are recruited by the employer relations specialist. All EIs are invited to an initial orientation session (separate from student orientation) at the learning center. At this time program specifics are further explained to them by staff. Subsequent EI developmental sessions occur throughout the year to help them better understand the program, discuss ideas and techniques for helping students at their sites and share experiences.

By the time students begin exploring sites EIs should have attended at least a pre-school orientation session and have a basic understanding of what the program is about. All EIs also receive an information packet of materials outlining various learning activities and explaining their roles in the program.

In addition, for employer instructors new to the program the ERS will go over (either by phone or in person) exploration procedures and making sure the EI knows what to do. For each exploration the employer instructor also receives a checklist card as a reminder of key steps and activities (displayed below).



EXPLORATION GUIDE FOR EMPLOYER INSTRUCTORS

Thank you for accepting ______________________ for an exploration. In order for this experience to be successful, the following steps are important. Please initial each as the exploration progresses.

_______ **WELCOME** student and reach agreement on schedule for full exploration experience.

—— *establish attendance contract with student*
—— *record hours and days on contract form*
—— *be sure both you and student sign the form*
—— *retain yellow copy and postcard*

_______ **ORIENT** student to your site.

—— *give student a tour*
—— *introduce student to people, places, and things*
—— *cover the mission of your company - its products and services, its policies and standards*

_______ **INFORM** student of career opportunities.

—— *discuss Career Information System printout (ask student for it if not offered)*
—— *help student with Exploration Packet (picture taking, interview)*
—— *discuss how you got your job and opportunities in your field - the big picture*

_______ **CERTIFY** the experience.

—— *debrief student on the last day*
—— *enter comments in Exploration Packet*
—— *discuss student's interest in returning for a longer experience (Learning Level)*

_______ **VERIFY** student attendance by signing and mailing contract postcard. We must have this postcard to credit the student's experience.

Even if the employer instructor has not attended the general program orientation, the combination of information packet, checklist and ERS briefing will suffice for the first explorations with students. Employer instructors usually find they quickly catch on to the procedures and from then on are free to plan their own interactions with students.

The ERS should remind them that the career exploration, while a critical learning activity for students, is also the first step students will be taking into the community. It should therefore be a relaxed and low-keyed kind of venture. The Exploration Package largely organizes what the student is expected to be doing at the site and the ERS is always available (at least by telephone) to answer any questions that might come up.

CROSS-REFERENCES

Student orientation to the entire program is discussed in "Program Entry/Exit," Student Services, pages 27-35. .

Employer instructor orientation and training is treated throughout the section, "Employer Instructor Development," in Employer/Community Resources. The same handbook discusses information materials given new employer instructors (pages 45-46) and displays summaries of EI training sessions in Appendices G-M.

STUDENT STEPS TO FOLLOW FOR CAREER EXPLORATION

1. Take career assessment tests to refine your ideas of occupations that interest you.

2. Attend orientation at the beginning of the year.

3. Look over the list of participating sites and choose several that relate to your interests.

4. Use the CIS Quest program to research further information about the occupations you wish to explore.

5. Tell the employer relations specialist (ERS) which sites you wish to explore and he or she will make an appointment for you to go out to one of them.

6. Make sure your site schedule won't conflict with other activities and arrange transportation.

   (If this is your first exploration, the ERS will go along and introduce you--after that you're on your own!)

7. If you are using the program's van make sure you sign up with the driver ahead of time.

8. Decide with your learning manager whether there are project activities you will work on at the site.

9. Go to the site, meet the employer instructor (EI), agree on your time schedule and fill in days and hours on the "Student and Employer Instructor Contract" form.

   (You can then spend the rest of your time there that day touring the site, meeting employees and looking at any site literature that might be available. If you want, bring a tape recorder and record your interview with the EI now.)

10. Your EI should keep one copy of the scheduling contract and the "Employer Instructor Report" postcard. You should return the remaining copy to the ERS who will then give you an Exploration Package to complete at the site.

(continued)

STUDENT STEPS TO FOLLOW, continued

11. Return to the site for your remaining days; work on your Exploration Package and any other activities you have agreed to do.

12. When your package is finished, give it to your EI for comments and signature.

13. Don't forget to write a thank-you letter!

14. After your EI has evaluated your package you might remind him or her to remember to mail in the Employer Instructor Report postcard--that's our record of your attendance.

15. Also finish any project activities you and your learning manager may have agreed to.

16. Turn the completed package in to your ERS for commenting, credit and filing.

17. Attend debriefing meetings with other students and your ERS to share your experiences and opinions about the sites you have explored.

18. Most important, think a lot about what you have seen and experienced at sites and what those things mean to:

    a. your plans for the future--are you still interested in that kind of job?

    b. other sites you might want to explore--did you get any new ideas about jobs from the site you just explored?

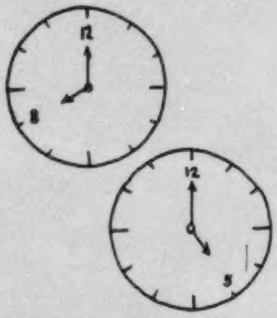
    c. project activities you are negotiating with your learning manager--are there new kinds of skills you now want to practice, new sites you wish to do projects at, new resources to use, people to meet?

19. Repeat steps 3 through 18 for other sites you wish to explore.

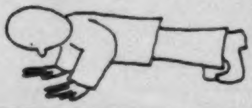
Career Exploration Learning Objectives

Completing an exploration will help you organize your experiences at a job site so that you will grow in the following ways.

1 gain a more realistic sense of the typical work day in jobs of interest to you

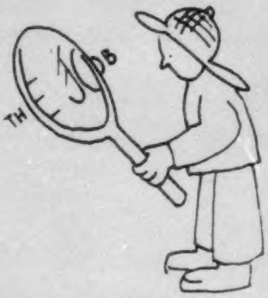


2 increase your general knowledge about particular jobs by identifying the personal characteristics and training required



3 improve your skills in choosing a career by comparing your personal characteristics and values with the job's characteristics

4 improve your critical thinking skills by making observations and drawing conclusions about your job site experiences



5 learn to interact with many different adults in a variety of environments

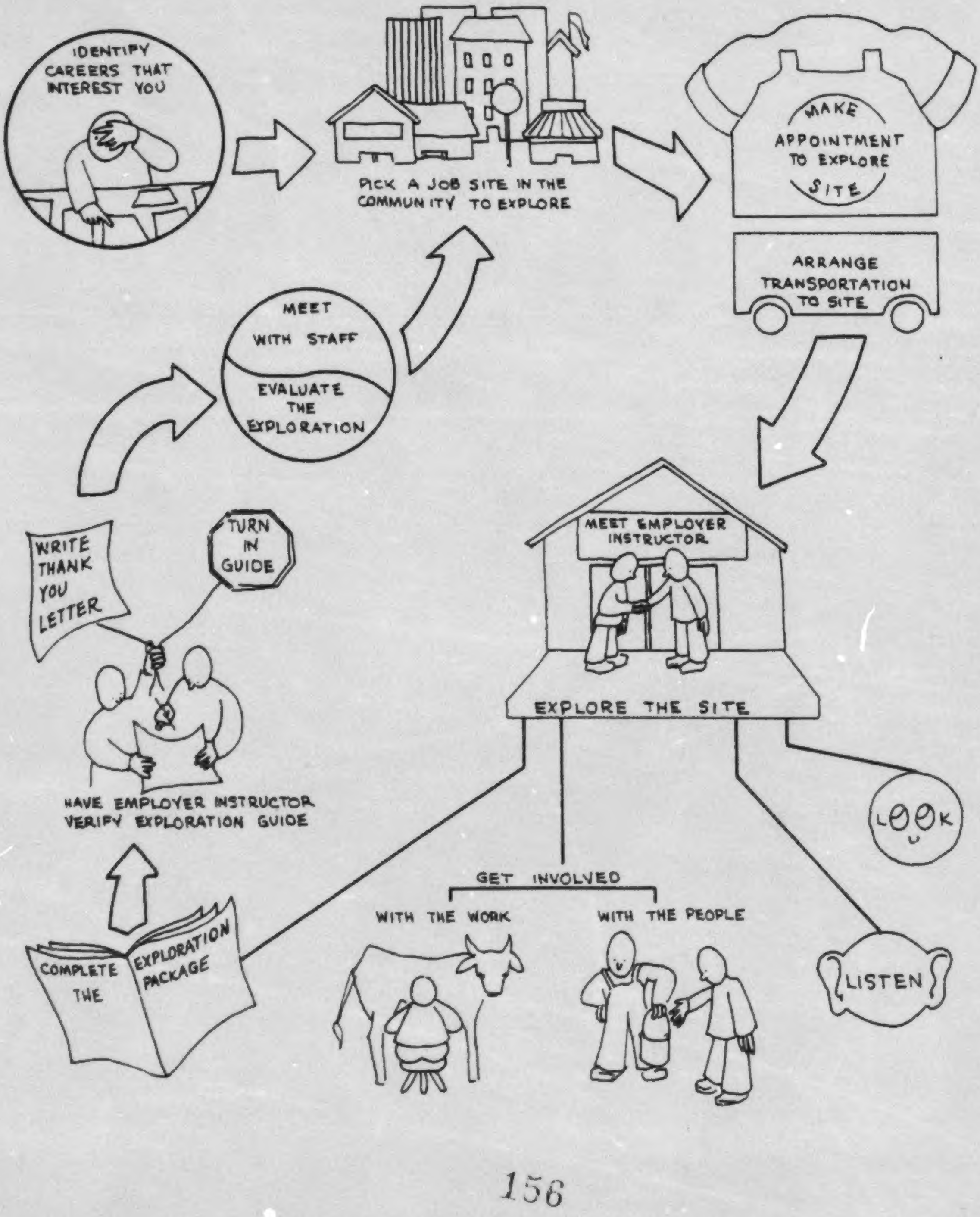
6 gain a better understanding of the relationship between learning and earning a living

STREET MAP
BUS SCHEDULE

7 learn to find your way around the community more easily

8 acquire practical experience in writing, speaking, listening and mathematics as these skills relate to specific jobs

STUDENT PATH FOR CAREER EXPLORATIONS


IDENTIFY CAREERS THAT INTEREST YOU
PICK A JOB SITE IN THE COMMUNITY TO EXPLORE
MAKE APPOINTMENT TO EXPLORE SITE
ARRANGE TRANSPORTATION TO SITE
MEET EMPLOYER INSTRUCTOR
EXPLORE THE SITE
LOOK
LISTEN
GET INVOLVED
WITH THE WORK
WITH THE PEOPLE
COMPLETE THE EXPLORATION PACKAGE
HAVE EMPLOYER INSTRUCTOR VERIFY EXPLORATION GUIDE
WRITE THANK YOU LETTER
TURN IN GUIDE
MEET WITH STAFF
EVALUATE THE EXPLORATION

Working with Student Explorations

11 Initiate career assessment and use of resources for student site selection

CAREER ASSESSMENT

Each summer, $(CE)_2$ students take the Self-Directed Search and learn to use the Career Information System as part of their initial assessment process (see Item 2, page 116). After defining their interests through these instruments they look over the list of participating employer sites and tentatively select three or four they might wish to explore when the school year begins. This enables the employer relations specialist to make sure there are enough sites available in the network to match anticipated student needs. It also permits the matching of students and sites early enough that students can begin explorations as a wrap-up part of orientation week.

(You might note that at this point the ERS summarizes results from both the SDS and CIS and enters them in the program's records--see Item 8, page 131.)

Before going on an exploration each student also must use the CIS Quest program to gain information about requirements, qualifications and training opportunities for the individual jobs he or she is to explore. This serves as an important warm-up activity that

1. generally gives a good way of pre-assessing individual jobs and helps the student develop more objective techniques for deciding career paths

2. gives important occupations-specific information the student will need in exploring a site and completing the required Exploration Package for that site

The student summarizes information gained from the CIS on the first page of the Exploration Package and carries a copy of the Quest print-out to the site for the employer instructor to look over. The EI can verify whether or not the description accurately portrays conditions at his or her site and discuss with the student any variations that might occur. A copy of the Quest print-out is also sent to the student's parents.

LEARNING CENTER AND EMPLOYER SITE INFORMATION RESOURCES

If students have more questions about occupations they are encouraged to use the learning center's files to locate additional literature and resources. They may also talk with their ERS or the learning resource specialist about ways to further pursue a given interest.

Exploration Package File

An invaluable resource for students making their site choices will be the cumulative file of completed Exploration Packages done by other students visiting sites. These packages offer several kinds of useful information from the student's point of view:

1. personal judgments and observations
2. photographs, sketches or written descriptions of key aspects of the job environment
3. written or taped interviews with employer instructors
4. specific job characteristics
5. descriptions of personal experiences at the site and recommendations about the site to other students

Employer/Community Site Information

There should also be a cumulative employer site file with folders for each site that include narrative descriptions by the ERS who recruited them, site-related literature and everything about those sites gathered in the course of developing them for student learning. This will frequently include a detailed Learning Site Analysis Form completed for those sites which students have used for learning level project and skill development activities. The LSAF will delineate the actual work tasks performed at a site and can help students get a better picture of what goes on at a particular site.

An additional, easy-to-use card file should be set up to list basic site characteristics (size, numbers of employees), types of activities students may do at each site (exploration, learning level, special placement or skill building) and possible learning stations.

Other Points to Consider

Try posting at the learning center a map of the community with pins identifying participating sites and a list naming those sites mounted nearby. This can help students gain a sense of the community they are going to explore and also help them plan their transportation. You might ask a student to assist in preparing such a map as part of a project activity.

How much to tell the student about the site in advance of an exploration is an important question you must decide. $(CE)_2$ takes the position that students should explore for themselves, finding out why the company has certain restrictions, benefits and so forth. Certain sites may require no smoking, refined manners, specific grooming or particular behaviors of the student. It seems inappropriate to dilute the exploration experience by providing students with exactly the kinds of information the process is supposed to help students acquire. At the same time, staff might easily point out to a particular student that some attitudes or mannerisms may conflict strongly with those at a given site and the student may need to do some adjusting. Generally, $(CE)_2$ limits the information actually filed about specific sites to more objective kinds of data that anyone would need, for instance, for a job at that site--such as numbers of employees, types of services or products and so forth.

CROSS-REFERENCES

Item 2, pages 116-118, briefly describes the Career Information System and Self-Directed Search. Appendix E contains more complete descriptions (including a sample Quest print-out) and ordering information for both instruments.

The Learning Site Analysis Form is described in "Learning Plan Negotiation," pages 72-76. A sample LSAF appears in Appendix C.

Further information on employer site files appears in "Site Recruitment," page 47, and "Site Utilization," page 125, of Employer/Community Resources.

12

Counsel students regarding site choices

Career development counseling is an ongoing responsibility shared commonly by all staff and EBCE participants. EBCE's career-focused approach to comprehensive education should be featured during both recruitment and orientation activities and should extend to all individual negotiations with students that take place throughout the school year.

A significant aspect of EBCE's approach is its conviction that career planning goes in two directions. That is, students can plan learning activities based on career interests or they can pursue learning interests and deduce from them career options they might wish to consider. Learning plans are generally the province of the learning manager and site experiences are the responsibility of the employer relations specialist. These two staff should work closely with each other to discuss each student's possibilities for integrating career plans and experiences with other learning activities. The role of the learning manager in this interaction is discussed later in this section (see Item 18, page 162); below we discuss considerations the ERS should keep in mind when counseling students.

FIRST CHOICES

It is important for students to identify some set of reasons behind the choices they are making for career exploration sites. The Career Information System and Self-Directed Search (see Item 11) are invaluable instruments for helping students set in motion their own processes of self-reflection and career decision making. Reference literature at the learning center can also be used by students to broaden their information base for making decisions. The kind of data available through testing and printed resources however should be supported by a variety of additional human resources. These may be tapped informally through discussion with friends, family and program staff at the beginning of the year and should extend to all the interactions the student will have with various community people throughout the program year.

Student reasons for selecting their first sites will always vary a lot from person to person. As students proceed through the program and experience the processes involved in selecting and exploring sites their reasoning should become more defined and increasingly more based on actual encounters with people and sites

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in the community. In the beginning, however, you should not expect to see all students following a logical process of deduction and elimination to arrive at clearly reasoned site choices. Family pressures and the influences of relatives or friends already working in certain careers will often be a strong influence on an individual's career interests. Similarly cultural and mass media influences can cause certain jobs to stand out while others perhaps more suited to a person are ignored altogether.

The ERS should talk to students about their interests and try to make sure they understand as much as possible why they are making their choices. At the same time reasons need not be challenged too much at first, so long as the student has some kind of rationale for choices. The career exploration process itself is specifically set up to enable the student to personally examine this reasoning and to discover more about the many influences that motivate career planning.

SUBSEQUENT CHOICES

After they have actually explored their first sites students will begin to build the experiential base for more carefully reasoned decisions about careers. This is why it is important for the ERS to debrief students after their explorations to help them see the importance of continued examination of their interests and possible alternatives. Initial enthusiasms may have been dampened or enhanced, personal contacts with EIs may trigger new considerations, and even the appearance and feeling of a site may lead students to new insights into what's important for their career planning. As time goes on and students become increasingly involved in project activities they will also be making choices on the basis of project activities that can best be done at certain sites or with the help of specific employer instructors.

Student choices may also be more influenced by feedback gained from conversation with other students who have visited the same sites and through "debriefing" sessions (see Item 21) held with students and staff. Peer group opinions can have significant impact on individual students. While free discussion is to be encouraged, you should also watch out that each student makes choices that are reasonable for him or her individually.

Be alert, for instance, to cases where the same students are exploring the same group of sites. Try challenging individuals to reach out and stretch themselves by trying something the rest of their group has not chosen. With other students who may be floating from occupation to occupation without any clear sense of what is happening you might suggest they focus on two or three sites in one occupational area to at least build some sort of base from which they might begin to make more specific decisions. Sometimes "floaters" can be helped by certain employer instructors who have shown themselves adept at sparking young people's interests through their own enthusiasm for life or commitment to their careers. There also will be students who stick strictly to an occupational cluster in which they feel safe. You might challenge these students in the same way as you would those who are "grouping" on the same sites: suggest they take a chance in a new area; tell them about an EI who might interest them personally; talk with their learning managers for other clues that might trigger their considering new possibilities.

Finally, a word of caution about vocational training. EBCE is not intended to provide entry-level job skills for all students. Students will be gaining valuable job skills and making real decisions about careers they might wish to pursue. At the same time, however, EBCE's primary concern is that students gain the decision-making and information-processing abilities that they will need throughout their lives. Students can slip into patterns in which they lock themselves into single jobs and neglect acquiring the flexibility and objectivity necessary to keep a healthy attitude toward managing their career planning throughout their lives. Here is where some employer instructors will prove invaluable counselors of young people, particularly those who in their own lives have exercised career mobility and changed professions or lifestyles after they became adults. By looking on their lives with a creative and affirmative confidence that they can make changes when they need to do so, these people can show students that growing up doesn't have to mean closing off options or ignoring new interests or opportunities for change.

CROSS-REFERENCES

Comments about continued site uses also appear in Item 20, page 166.

Counseling students on their learning choices is a dominant theme throughout the EBCE curriculum. For background you may wish to review discussions of other learning strategies in this handbook, particularly "Projects," pages 189-273 and our explanation of the learning plan cycle in "Learning Plan Negotiation," pages 43-47.

The "Guidance" section of Student Services summarizes EBCE's approach to adult/student interaction for the entire program.

13 Arrange with employer instructors for students to go to their sites for explorations

To implement this step you should review Item 4 (page 122) in which we list $(CE)_2$'s placement procedures. Below we offer some background discussion as to why $(CE)_2$ has the ERS make the first appointment with the employer instructor.

EBCE places a lot of responsibility on the student for making and following through on learning plan decisions. All students are expected to develop their confidence and abilities in meeting new adults and situations, but the burden of initial site arrangements can pose too early a challenge to some students. School year action zones (see Item 6, page 128) are designed so staff can quickly become aware of students whose progress is delayed in any learning strategy. Relying strictly on action zones, however, creates a monitoring attitude which detracts from the positive kinds of feeling we would like to see in both students and staff.

As a result, the ERS makes the first telephone contacts, thereby providing a consistent pattern which all staff, students and EIs can depend on. This way there is never any doubt as to whether a student is following through directly on an exploration and staff discover immediately whether or not there are any snags in the arrangements. In addition, this ERS contact with employer instructors helps assure EIs that the program is supporting its students and knows what they are doing in the community.

You may just as easily choose to have students initiate their own first appointments and be responsible for related recordkeeping tasks. Doing this can be particularly helpful if your staff resources are limited and there is not enough time for the ERS to facilitate exploration appointments and still be effective in performing other student and site-related tasks.

14 Make sure students and employer instructors understand what they will be doing on the site

Much of the groundwork for this step should have occurred during student and employer instructor orientations. In the cases of students or employer instructors who are new to the program the ERS should make sure ahead of time that all their questions have been answered and they fully understand the procedures they will be following. To prepare for this you might review several of the preceding Items in this section: Item 3 (page 119) in which the Exploration Package is described, Item 4 (page 122) in which placement procedures are delineated, Item 10 (page 137) in which orientation is described and recommended steps to follow for both students and employer instructors are listed. Below we offer a few additional remarks about what the student can do at exploration sites and attitudes that should be fostered among students, staff and employer instructors.

WHAT THE STUDENT DOES AT THE SITE

Students and employer instructors are basically free to work out the best methods for the student to adequately explore each particular site. The first day is usually spent touring the workplace, meeting other employees and receiving an orientation from the EI. The interview portion of the Exploration Package may be taped at this time, but many students prefer to wait a day or two until they can ask questions based more soundly on what they see at the site.

On the following days the student's time should be divided between working on the Exploration Package and observing the EI in his or her daily routine. Keep in mind that the emphasis of career explorations is on observation: the student need not become very involved in actual job tasks; nor should the EI expect to have to spend major portions of time spoonfeeding the student information about the site. Also keep in mind EBCE policies about students not working for pay or being commercially productive during school hours (see page 107).

In addition to observing the EI and other employees about the site, the student should also receive and look over any site-related literature that is available. Whenever possible, copies of such literature are filed in the package for reference by other students. Opportunities for keeping busy during an exploration vary from site to site. Students might attend staff meetings and go on coffee breaks with employees; they can go along on delivery runs or errands; and, if it's useful, they may shift around and follow other employees around the site.

Part of the ERS's responsibility is to make sure the EI understands how that particular site can be explored profitably without unduly stressing the employer instructor's schedule or causing the student to waste time. Should a site prove "explorable" in a shorter time than had originally been planned, the student simply finishes the Exploration Package and moves on to another site.

For some sites additional learning activities may be specifically planned by a student and his or her learning manager. These options are discussed in Item 14, page 152.

ATTITUDE AND ATMOSPHERE

It is important to remember that the exploration is a short-term, low risk venture by both the employer instructor and the student. Students and EIs are encouraged to be frank with each other and to recognize the fact that the student is truly exploring or investigating jobs at this level. Thus while the student is expected to conform to site regulations and basic company policies regarding behavior, he or she is not "representing" the company in the same way an employee would. Also students and employer instructors are reminded that should a student wish to spend more extensive time at a site, a learning level can be negotiated allowing the student to return with carefully planned and long-term learning activities and objectives. (See also Item 1, page 112, for remarks about the relationship between explorations and learning levels.)

Students and employers should not feel inhibited about expressing opinions freely and examining honestly whether or not the student is suited for or inclined to the particular type of work being explored. While the Exploration Package is designed to help students determine this fact, it should be supplemented by personal interaction between student and employer instructor.

Also keep in mind that while a student is exploring a job and site he or she is also encountering a person who may or may not be typical of an employer or employee in that occupational setting. Explorations should help each student test out the dimensions of career choice through:

1. honest and continuous dialogue among adults and students

2. frequent exposure to a variety of job settings and potential adult models
3. debriefings with other students and staff after their site experiences

Preferably students should spend entire days at their sites so that they gain a more complete picture of the many intangible as well as tangible characteristics of a given job. Whole days (that is, school days of at least three to five hours) spent with an employer instructor enable the student to see the EI in his or her ups and downs, during coffee breaks, in staff meetings, interacting with other personnel and so forth. The student gets a chance to feel the pressures, conflicts and tensions that go with that work and to decide if it is worth it personally, socially and economically. By the same token, some of the subtler benefits that come from working intensively with others through entire days can come across to the student in a more realistic way--for example, comradeship, pride of team cooperation, successes at solving problems. Employers on the $(CE)_2$ board also recommend full-day explorations because in some workplaces, the activities in the morning differ from those in the afternoon.

A final point both ERS and EI should keep in mind is that there are ultimately no "failures" in career explorations: students can learn as much from their mistakes as from their successes. Don't try to be a "mother hen" to the student! Adults should be sensitive to a student's personal difficulties and try to help students deal with them positively. At the same time the student has a right to discover his or her own limits and be able to recognize when personality, physical or ability limitations present real barriers to achieving a desired goal.

15

Negotiate, as appropriate, additional learning activities for career explorations

Individual students may negotiate optional learning activities for particular exploration sites. Usually these will be project activities that entail the student making observations and drawing conclusions about a particular Life Skills subject as it relates to situations in the local community. Because of the short-term nature of explorations these activities should be brief and should not involve much of the employer instructor's time. Lengthier site activities are written into projects to be completed during learning levels.

For example, one activity for a functional citizenship project asks students to identify two kinds of business taxes that apply to a particular employer site. Students then are to discuss with their employer instructors the purposes of the taxes and how they are computed and collected. This kind of activity can be accomplished in an afternoon during a career exploration. It could just as well be done during a longer learning level stay at a site, depending on when the student chose to work on that particular project and what kind of site involvement he or she was committed to at that time.

Some activities can be planned for before the student goes to a site. Others might be completed in retrospect with the student simply recalling and summarizing experiences at previous sites. The only thing to keep in mind is that during explorations students are mainly observing sites and completing Exploration Packages. Any additional activities should be carefully thought out to make sure they do not dilute the essential purposes of the exploration.

Another type of activity $(CE)_2$ learning managers sometimes use for students at exploration sites is a Basic Skills self-assessment exercise. Students look at job-related literature or tasks involving communications or mathematics skills and practice a selected number of problems to the satisfaction of their employer instructors. These exercises can be another way for the student to narrow in on exactly what he or she likes or dislikes about a job by actually performing some of the tasks required and learning more about Basic Skills at the same time. Basic Skills exercises can be substituted for the interview portion of the Exploration Package or negotiated as additional project activities by themselves. Because interviewing skills are implicit throughout the exploration, we feel that particular part of the package can be dropped without eliminating an essential skill the student should be practicing.

CROSS-REFERENCES

Student project negotiation and implementation is discussed in "Projects," pages 189-273. Sample projects for each of the five Life Skill areas appear in Appendix A.

Optional Basic Skills exercises used by $(CE)_2$ learning managers for employer site learning appear in Appendix D.

16 Record site placements and monitor student explorations

To implement this step you will want to review several other items in this section. Site placement procedures are summarized in Item 4 (page 122); recordkeeping particulars appear in Item 8 (page 131); what students do at sites is discussed in Item 14 (page 152).

RECORDING PLACEMENTS

Try to keep up with your recordkeeping tasks as they can easily get out of hand if information begins to pile up for many students. $(CE)_2$'s placement procedures allow the employer relations specialist to immediately record the fact that a student has a site appointment. If by the day after an appointment is scheduled the student does not return with a completed attendance schedule the ERS can follow through directly with the student to find out what is happening.

When an attendance schedule is returned (the second sheet of the Student and Employer Instructor Contract form, see page 124), this information should be posted on the Status Board to let all staff and other students easily see where and when a student is in the community. At the same time the ERS (or an assistant) should record in the program's records the actual starting date for that exploration. Usually this will be the same day as the first appointment. It can happen however that a student simply drops by for a few minutes on the first appointment day to meet the EI and agree on a schedule which actually starts later in the week.

MONITORING EXPLORATIONS

Monitoring tasks for explorations are necessarily limited by the sheer number of sites to be explored each year. When making a first appointment for the student the ERS should check with the employer instructor to make sure the EI understands what's expected. During the actual exploration the EI can call the employer relations specialist if any special difficulty arises. If either the student or employer instructor is new to the program, the ERS may choose to drop by the site early in the exploration to see that things are going smoothly. This is also an option that can be exercised if staff have any reservations about how a particular student/employer instructor combination will work out.

When visiting a site, the ERS fills out a Maintenance Visit Record form for his or her personal notebook. If any information is gained that might be useful for the student's general learning plan development a copy of that form is sent to the learning manager. This will happen more often for learning levels than it will for explorations.

Another important thing the ERS should watch for is that students are basically meeting the 15 hours per week of site use required by the program. While the requirement can be met by averaging several weeks together--say 10 hours one week and 20 hours the next--students should generally try to match the requirement on a weekly basis and, if an exploration is terminated early, be sure to have another one planned as soon afterwards as possible.

CROSS-REFERENCE

Implementing and recording site maintenance visits is treated in greater detail in "Site Utilization," pages 156-166, Employer/ Community Resources. The Maintenance Visit Record Form appears on page 127 of that section.

17 Initiate accountability consequences as necessary

Student rights and responsibilities for career exploration are outlined in Item 6 (page 128) of this section. Basic procedures for dealing with accountability are the same for all EBCE strategies and are explained elsewhere in this handbook (see "Cross-References" below). Following are additional observations about accountability as it relates to career explorations.

ATTENDANCE

Attendance and keeping scheduled appointments are the most common problems students will have with their exploration experiences. All staff must be alert to the scheduling conflicts that can arise as students learn to manage their own time and commit themselves to several different kinds of learning activities happening at the same time.

Each exploration lasts only three to five days and is scheduled by the student and the employer instructor. Some explorations may be planned for every other day of the week because the EI's time constraints do not permit consecutive days. Others may be split by weekends or have to be postponed because of sudden changes in the commitments of either the student or the EI. Students are also liable, particularly during the first few months of the program, to forget their schedules or even to schedule several events to happen at the same time. All students are given planning calendars designed to help them avoid time conflicts, but it sometimes takes a while for a student to become comfortable with planning time on weekly or monthly bases.

Resolving Attendance Problems

To support students in meeting their time commitments staff should make sure each has a clear idea of his or her planned activities and has written any relevant dates on a planning calendar. If there is a time conflict or if a new opportunity warrants taking a day away from the middle of an exploration, the student should immediately contact the EI and negotiate any necessary changes in schedule. Both staff and students should, however, try to avoid such sudden changes in midstream and definitely not permit several interruptions to back up against one another so that an exploration is stretched over several weeks or more.

When a student misses a day at an exploration site or arrives late several times in a row and does not have a satisfactory reason, then the EI should contact the employer relations specialist about the problem. The ERS can then schedule an immediate conference with the student to discuss the problem and come up with a solution. Usually this first conference is sufficient. The student explains what happened and negotiates with the ERS a solution for any other time conflicts that might be pending. If there is no reasonable cause for the student's absence, "first offenders" are usually reminded of their responsibilities to the program and to the EI who is giving his or her time to help the student. If such absences occur a second time then another conference is scheduled; this time the student's parents are asked to meet with the student and ERS. Finally, if a third absence occurs the program administrator meets in conference with student, parents and employer relations specialist. At this time the student is reminded that he or she may be asked to leave the program if a reasonable change in behavior cannot be negotiated.

With most accountability problems this three-level conference pattern may have several meetings occurring at each level so that the student is given plenty of time to understand and deal with the problem. However, in the case of exploration attendance the process is accelerated so that there is only one conference at each level. $(CE)_2$ moves more quickly with explorations because their short-term nature makes it imperative that students do not make a habit of inconsistent attendance. Moreover, poor attendance can cause the EI involved to lose confidence in the program as well as waste his or her time needlessly.

BEHAVIOR AND PERFORMANCE

Student behavior is not often a significant problem in career explorations. Students learn very quickly that they are "in the adult world" and are expected to act in accordance with site regulations. In most cases of misbehavior the EI need only point out to the student that a particular attitude or action is not what is expected at the site and the student has the choice of adjusting or not coming back. In all cases, if EIs feel uncomfortable with handling student behavior they may call the ERS who then initiates the conference pattern described earlier in this item.

Performance accountability is handled through the Exploration Package. If a student does not meet the EI's expectations in completing a package the EI simply refuses to certify it as completed. The student then has the choice of reworking the package until it meets the EI's standards or not gaining credit for that exploration. Similarly, if an ERS feels a student's Exploration Package is below what he or she is really capable of doing then the ERS can refuse to verify the package as completed and again the student must choose to either lose credit for that site or improve the quality of his or her work.

CROSS-REFERENCES

"Learning Plan Negotiation," pages 77-91, discusses student accountability standards and procedures for the entire program and displays the Accountability Write-Up form staff use to record and communicate specific problems.

Also discussed in "Learning Plan Negotiation" (pages 81-84) are "school year action zones" which are $(CE)_2$'s major device for systematizing and monitoring student use of time and progress through all EBCE learning strategies.

18

Share information about student explorations with other staff

Career explorations are students' first experiences in the community. What happens to them at employer sites and how they react to community environments and people is very important information other staff will need to know. There are several techniques the employer relations specialist may use to pass information about a student's onsite activities to other EBCE staff and participants:

1. informal meetings with learning managers and, as need be, other staff
2. Maintenance Visit Record and Accountability Write-Up forms
3. full staff meetings to discuss student learning progress and personal growth

INFORMAL MEETINGS

Informal meetings between the ERS and program learning managers should happen at least on a weekly basis. The learning manager is responsible for helping each student plan individualized learning activities. It is very important that the learning manager be kept up-to-date on changes or variations in student community experiences that might influence the student's educational planning.

While students will communicate some of this information to their learning managers, there will always be things about their experiences that they wouldn't think to pass on to staff. Some students, for instance, will act completely differently when they are in "real world" situations than they would at the learning center. There will be those who are quite open and outgoing among their friends and familiar staff who might freeze when encountering new situations or people. Others will be reserved and hesitant around educational staff and loosen up considerably as they work alongside employees at actual job sites. Similarly, some students will relax and make rapid progress when working with certain employer instructors while with others they might show no interest or progress at all.

In other cases students might reveal interests or talents they had never thought about. A certain EI might spark a student's latent ability for working with animals; at another site a girl exploring the business office might make friends with several assembly-line workers and discover she has an intuitive ability for handling complicated instruments or for solving math problems.

In short, there are many student experiences that are difficult or impossible to summarize in recordkeeping forms. Weekly meetings enable the ERS and learning manager to spot minor difficulties early in a student's experiences and to deal with them before they grow into major problems. At the same time, both staff have an opportunity to reflect on the subtle personal qualities that make each young person unique and which should be accounted for in helping that student plan objectives and activities that will better meet his or her personal goals and interests.

While the ERS will most frequently meet with the learning manager, there will also be occasions for sharing information with the learning resource specialist or student coordinator. The LRS is responsible for student competency certification--which often involves students going to community sites to meet with certifiers. He or she would also be interested, for instance, in knowing how students are handling their adult encounters in the community and might work with the ERS to support individual students. In addition, the ERS will want to keep the LRS informed as to any resource needs students could use help with either locating or using. The student coordinator oversees assessment and most of the program's interaction with the high school and parents. He or she will primarily be interested in student behavior or accountability issues that might influence parent conferences or student standing in the program.

MAINTENANCE AND ACCOUNTABILITY FORMS

When visiting a site, the ERS can use a Maintenance Visit Record form to capture learning-related particulars about a student's onsite experiences. This form is completed for the ERS's personal records and copies may, as they are useful, be passed to other staff. Used most often for longer learning levels, the form can be a handy way of recording specific details an EI might report about a student's activities--for instance, that a student is showing unusual abilities (or difficulties) in handling certain problems or working with particular equipment.

The Accountability Write-Up form is used to communicate problems students might have in meeting program standards for behavior or performance. Copies are sent as needed to other staff, parents or the program administrator. An example of the use of this form would be a student's failure to turn in completed Exploration Packages. The ERS would write this up and send copies to the student and learning manager, indicating on the form what action should be taken--usually a conference between the student and ERS or a recommendation that the student negotiate no further project activities until his or her packages are completed. Also, behavior problems such as poor attendance can be similarly noted and communicated to other staff and, as necessary, the student's parents. The learning manager would again want to know this kind of information, particularly if the student is negotiating other activities that depend on coordinating times with community resource people.

ALL-STAFF MEETINGS

$(CE)_2$ uses several types of all-staff meetings to share information about student learning or personal growth. Zone progress meetings involve the educational team meeting together regularly and sharing observations about each student's attitude and general personal development. Along the same lines, staff meet at the end of each school year action zone to discuss each student's learning progress through that zone period. During these meetings comments center largely around the student's status in relation to program requirements--that is, how many explorations or learning levels completed, how many projects finished and pending, how many competencies certified and so forth. Staff are thus able to develop for themselves comprehensive pictures of how each student is doing and to perceive if there are any patterns developing in a student's actions (such as procrastination or hesitancy about going to sites) that might hinder the student's success in the program.

CROSS-REFERENCES

Zone progress meetings and zone debriefings are also discussed in "Learning Plan Negotiation," pages 66-71, and in "Guidance," Student Services.

References for Accountability Write-Up and Maintenance Visit Record forms appear earlier in this section in the item on recordkeeping (see page 133).

19

Respond to completed Exploration Packages, verifying employer instructor evaluations

The Exploration Package has places for both the employer instructor and the employer relations specialist to write comments about the student's work and to sign their names certifying that the package has been completed to their satisfaction. To avoid extra trips back to sites students are encouraged to finish their packages and obtain their EIs' comments and signatures during the last day they are exploring their sites.

On receipt of the package the ERS checks the EI's comments and signs and evaluates the student's work for

1. accuracy of observations: usually a given since the EI has certified that the contents of the package reflect the facts and conditions of his or her job site
2. honesty of conclusions: are the student's remarks about the site sincere in the light of what the ERS knows about that student from counseling, debriefings, conversations with the EI and observations of performance at other sites
3. level of performance: does the student's work measure up to what the ERS knows he or she is capable of performing

If satisfied, the ERS writes his or her comments in the package, discusses them with the student and files the package for reference by other students.

Usually ERS and EI comments are not very long. As the ERS gets to know students and employer instructors he or she can judge from person to person how much attention should be given to individual packages. Some packages may need to be scrutinized more carefully--for example, a certain EI may be a "soft touch" and be liable to let students "fake" their packages without really criticizing their work. Other packages may require special praise from the ERS because a student is quite shy about encountering the community and could use extra positive feedback for his or her attempts.

Keep in mind also the fact that Exploration Packages should both reflect the site explored and indicate the current direction of a student's career development thinking. Both the EI and the ERS should give their honest opinions of a student's future plans as well as evaluating his or her present experiences.

20

Record completed explorations and support continued student site uses

For this step you should look over Items 4 and 8 for placement and recordkeeping procedures (pages 122 and 131) and Item 1 (page 111) to review student site use options.

RECORDING EXPLORATIONS

The projected closing date for the student's attendance at an exploration site should be established when the student and employer instructor have their first appointment. The EI verifies this date at the end of the exploration by signing the Employer Instructor Report postcard and mailing it to the learning center.

$(CE)_2$ distinguishes between completion of an exploration visit, for which the student receives attendance credit, and the completion of the Exploration Package, for which the student receives performance credit toward the required five explorations students must complete each year. Attendance dates are entered in the program's records on receipt of the postcard from the EI. This insures that students have a cumulative record of the actual time they have spent at various career development tasks in the community.

Completed Exploration Packages are recorded after the ERS has commented on each one and verified the EI's comments and signature (see Item 19). At that point the ERS passes the package to an assistant for recording its completion and filing it at the learning center.

CONTINUED SITE USES

While students are exploring sites they should also be giving attention to the steps necessary for selecting other sites they wish to use for learning purposes. $(CE)_2$'s requirement that all students have at least 15 hours of onsite learning each week makes it important that next site uses be scheduled as soon as possible after current sites are concluded. Thinking ahead helps students keep up with program requirements and gives valuable practice in the career development skills of early planning and consideration of alternatives.

ERS support of the student's continued site use should occur throughout the year. Try, as part of your informal daily contacts with students, to make sure they know what they want to do next. When they turn in their Exploration Packages they should already have another site specifically in mind (or a learning level at the same site) and be ready for their first appointment with that site's employer instructor.

During the first months of the year students will be focusing more on explorations (see student steps to follow on page 141). Later, more students will be choosing learning levels and, on occasion, special placements or skill building levels and should therefore understand the steps they must take for those options.

Hopefully, while interacting with students through the many site choices they make during the year the ERS will develop a sense for each student's particular patterns and be able to draw on that sense to counsel the student as to the usefulness and meaning of his or her various choices. Following are a few typical questions the ERS might ask the student concerning his or her site choices:

> *Why do you want that site?*
>
> *What's its relation to the other sites you've explored?*
>
> *Do you have any project activities you'd like to do there?*
>
> *What have you heard about the site from other students?*
>
> *How's it relate to what you think you want to do after high school?*
>
> *Do you know the kind of work it involves? Have you ever done anything like that before?*
>
> *What are your other obligations to the program? you behind on anything that might cause you problems in meeting your responsibilities at this site?*

Keep in mind that while the ERS should actively challenge the student's reasoning, his or her questions should not force a student's choices. Rather, there should be a healthy spirit of inquiry in all staff-student conversations based on the conviction that as students learn to question their reasoning processes they also increase their ability to understand and deal with the many different kinds of motivating factors that influence decision making. (See also Item 12, page 148, for counseling students on their site choices.)

21

Hold debriefing meetings with students

Debriefing meetings with groups of students are a very important integrating technique whereby the employer relations specialist can help students reflect on their site experiences and make choices for further learning that are based realistically on their changing understanding of themselves and their options. More specifically, debriefings should:

1. enable students to get together and share their observations, opinions and reactions to their individual site experiences
2. encourage students, with the help of the ERS, to synthesize their separate experiences and to draw conclusions and test generalizations about the many different factors that influence job choice, career satisfaction and lifestyle quality
3. help staff to keep in touch with the different experiences students are having daily in the community and to pinpoint problems that might be arising

The ERS should not allow debriefings to substitute for one-to-one interactions with each student regarding individual explorations, site choices and Exploration Packages. Rather, debriefings should complement individual contacts with students by capitalizing on the positive effects that group interaction can achieve.

It is important to begin debriefings soon after students have explored their first sites (usually within the first two weeks of the school year) so that they can see how their successes and problems are being shared by their peers. Students having trouble, for example, with confronting new situations or people can find out that other students may be facing similar difficulties. Some students who may be shy about admitting that their first choices were totally off-base and that they were mistaken about their interests can learn that this too is a common occurrence and not a "failure" on their parts. Along the same lines, it is best to mix beginning students with those who have already explored several sites so that the new students can benefit from the more experienced students.

SAMPLE EXPLORATION PACKAGE

Following are the inside pages of an Exploration Package filled out by a student while exploring a site in the community. At the end of this particular sample the student included several pages of additional observations about her site which we also reprint here to give you an idea of how students may go beyond the questions listed in the package itself. In addition we give a copy of the thank you letter written to the student's employer instructor--the last item of every Exploration Package requirement.

Appendix E includes a facsimile of the computer print-out the student obtained from the Career Information System as part of researching job information related to her exploration site and career interest.

Information appearing in the Exploration Package has been altered so as to remove the names, addresses and so forth of the actual student and her employer contacts; photographs have also been deleted; otherwise the material reflects the student's actual responses.

MY EXPLORATION OF:

Company or Business Forrest Park Hospital

Address 9700 14th Avenue, Portland

Department R.N.

Telephone

(snapshot taken at main entrance)

(include company name if possible)

(photo deleted)

(snapshot of employer instructor)

(photo deleted)

What type of job or business are you about to explore?

Registered Nursing

Name Bev Smith, R.N.

Position Registered Nurse

BEFORE you explore the site, based on information from C.I.S. or that you already possess, describe what areas of interest this exploration may hold for you.

The thought of what an RN does is kind of basic to me now. I think an R.N. gives patients shots, helps doctors, gives assistance to patients, does some desk work, help in operations, changes dressing, etc. They do basically the things that doctors do except diagnose things without consent of doctor, don't make house calls or do the main work in an operation.

AFTER completing your exploration, describe the job as you now understand it. Emphasize the areas you found most interesting.

My understanding now of an R.N. is a lot greater. They help patients and doctors in many ways. They have a lot of duties and lots of different stations they perform their duties at. Assisting, helping and counseling is what counts in their work.

TELL IT WITH PICTURES OR WORDS

Put pictures in the boxes provided or write descriptions of services, products, equipment, etc., that you have seen.

People at work - Services and/or products - Equipment, tools, facilities

(photo deleted)

Specimen of a uterus
after preserved.

(photo deleted)

Bedside wall unit —
with E.K.G. unit, respirator,
blood pressure, oxygen, etc.

(photo deleted)

administration office

(photo deleted)

Laboratory -
bacteriology, blood counts,
etc.

(If you take pictures, identify each photo in the space below it.)

(photo deleted)

Emergency surgery room

(photo deleted)

The hospital building

(photo deleted)

Lounge - waiting room
for family, friends,
patients

(photo deleted)

Hospital building

A Match or Mismatch ?

The following are characteristics that apply to most jobs. This activity will help you compare those characteristics with your own skills, values and aptitudes.

BEFORE you explore the site, circle examples of your job interests... add others.

WORKING WITH THINGS

[✓ 1.] Precision work
[✓ 2.] Operating equipment
[✓ 3.] Handling materials

WORKING WITH INFORMATION

[✓ 1.] Interpreting facts
[✓ 2.] Organizing and using information
[✓ 3.] Copying, sorting, putting things together, hobbies

WORKING WITH PEOPLE

[✓ 1.] Counseling
2. Discussing, bargaining
[✓ 3.] Teaching, supervising
4. Selling, persuading
[✓ 5.] Assisting

AFTER completing your exploration, refer to the left-hand column and describe specific examples of those interests as you see them applied at this job site.

MATCH MY INTERESTS	DON'T MATCH MY INTERESTS
1. During operations and giving shots, changing bandages, etc.	
2. x-ray machines, EKG, EG	
3. surgical tools, medicines syringes, bandages, equipment	
1. diagnoses, in decisions concerning a patients life	
2. " "	
3. " "	
3. physical therapy, watching over patients	
5. with doctors, patients, other nurses, surgeons	

Circle examples of your aptitudes (things that come easily)...add others.

[✓ 1.] Working with my fingers and hands
[✓ 2.] Eye for accuracy and detail
[✓ 3.] Ability with words
[✓ 4.] Ability with numbers
[✓ 5.] Catching on to things

Describe specific examples of these aptitudes as you see them applied at this job site.

MATCH MY APTITUDES	DON'T MATCH MY APTITUDES
1. in everything really, operations, helping patients, etc.	
2. in operations	
3. knowing medical jargle	
4. in measuring cc. etc. for shots, etc.	
5. knowing what to do in taking over for someone, in an operation, emergencies	

AFTER exploring the site, circle examples of job skills that apply...add others.

typing
transcribing
filing
writing
speaking
organizing
welding
woodworking
metal working
operating equipment
driving
selling
painting
cooking
photography
designing
drawing
measuring
analyzing >

List skills needed on the job that:

YOU ALREADY HAVE	YOU NEED TO DEVELOP
writing reports after patients	

Circle examples of physical requirements of job...add others.

height
weight
adequate vision
ability to distinguish colors
physical strength
allergies
[✓ stooping]
sitting long periods
driving ability
special voice qualities
special appearance
[✓ standing long periods]
weather conditions

List things about the job that:

MATCH YOUR PHYSICAL ABILITIES	DON'T MATCH YOUR PHYSICAL ABILITIES
Stooping - picking up patients, etc.	
Standing and being on your feet for long periods	

Describe experiences and people that were the most helpful to you during this exploration.

Alice Sheredy - she showed me around the hospital and answered any questions that I had. She also explained the operation of a few things in their hospital. Then Laura Jones who showed me around In Care unit and Cardiac Care unit. She performed an EKG on me which was pretty exciting. I got to help her give a patience a shot in an artery which was interesting.

What recommendations would you make to other students exploring this site?

I would recommend that they listen really closely to the person they're with and ask as many questions as possible, cause the people will answer them and helps you out as much as possible. I learned so much and I just loved going to Forrest Park. It was really exciting and interesting. I just hope everyone else that goes to Forrest Park find it as interesting as I did. I was excited about it and would love to go on a learning level there.

Following are examples of values or principles that might either conflict with requirements of a job or that might make a job especially desirable. Write one or two statements about this job site summing up your reaction to it based on these kinds of values.

EXAMPLES OF VALUES OR PRINCIPLES:

1. **Personal values**
    - independence
    - environment
    - loyalty
    - happiness and self-satisfaction
    - leadership
    - appearance and grooming
2. **Social values**
    - human rights
    - group rights
    - equal opportunities
    - environmental issues
3. **Political values**
    - military aid and/or obligations
    - federal monies and/or regulations
    - political party affiliation and/ or contributions
4. **Work values**
    - job security
    - wages & benefits
    - competition
    - advancement
    - status
5. **Religious convictions**
    - times for worship
    - traditions of your religion, including holidays and/or special observances

Independence has a lot to do with being an R.N.
You're on your own a lot sometimes, so its up
to you - The persons health and sometimes life.
You get a lot of happiness and self-satisfaction out
of helping people and just knowing you're able to
assist. the wages and benefits are really good, a
lot of nurses earn up to $770.00 a month plus benefits of
health and life insurance. There's a lot of good that can be
done with being a nurse and I'd enjoy it.

Look at your lists now and from your answers decide which of the statements below best fits how you feel (check one)

☐ I do not want to explore this kind of job further.

☐ I want to explore this kind of job further, but on another site.

☒ I would like a learning level experience on this site. for sure!!

☐ I would like a learning level experience with this kind of job, but on another site.

☐ I would like a skill building level experience on this site.

☐ I do not want to explore this kind of job right now, but I may want another look in the future.

COMMENT PAGE

STUDENT Susan Moore
SITE Forrest Park Hospital
DATE September 23, 1974

EMPLOYER INSTRUCTOR:

Susan has been an exceptionally enthusiastic and attentive observer. She was willing to participate in all activities available to her and caught on quickly to those she tried. Her eye for detail is good. Susan is obviously intelligent and well-organized -- important qualities for an individual entering the medical profession.

EMPLOYER RELATIONS SPECIALIST:

great job! You've caught the important features of your site and have given a lot of thought to what it means to you. Excellent package — A.T.

Forrest Park Hospital

Exploration levels that I visited:

Surgical Care Unit
Intensive Care Unit
Cardiac Care Unit
Emergency Unit
Respiratory Therapy

I spent a full day in ICU and CCU, a day in surgical unit, half a day in emergency and respiratory therapy.

Respiratory Therapy is exactly what the name sounds like. They go around with a respirator and give people breathing treatments that have like pneumonia, asthma, emphasema, just respiratory problems. It was interesting though but I was only there for about an hour, I would have liked it a lot more if I could have stayed longer.

September 13, 1974
Intensive Care and Cardiac Care Units
Laura Jones, E.I.

In the Intensive Care Unit, they take care of people who are seriously injured and people who have just come out of surgery and need lots of quiet rest. There was one lady who had just gotten out of surgery and was having respiratory problems, so they stuck her in there to watch over her. They also had another lady there that had pneumonia really bad and they had to keep an eye on her to be sure nothing went wrong.

The day I was in Intensive Care they didn't have anyone in there, but the next day I went back just to see my EI and they were full. a lot of things had happened over the weekend to get a lot of people in there.

Cardiac Unit is in with intensive care. There they take care of patients who have just gotten out of surgery, who have heart attacks, strokes, etc. They have EKG monitors in there so they can watch the patients, to be sure nothing goes wrong.

E.K.G. is: electrocardiogram. It shows the patient's heart beat on a little like t.v. screen. If you look on page #2 at the bedside wall unit you can see an EKG machine. In the back of the packet there's an EKG tape with my heart beat on it. That'll give you some idea of what a heartbeat looks like.

That's about it on IC and CCU. I think ICU and CCU was the most interesting, to me anyway. And I'd love going back anytime!!

September 16, 1974
Surgical Care Unit
Kathy Fox, E.I.

In the surgical unit, all that goes on there is preparing people for surgery and letting them rest there after surgery.

The people will check in, get a room on 1st floor and stay till surgery is over then go home if nothing else is to be done.

They give people shots, pills, prepare them for surgery and that's pretty well what goes on.

September 17, 1974
Emergency Unit
Bev Smith, E.I.

In the emergency unit the work consists of taking care of emergency cases, lacerations, fractures, concussions, things like that. The emergency unit also has other surgery or things of that type use their facilities. For instance, Endoscopies: which is when the patient may have an ulcer of some kind, or inflammation of the abdomen or something, the doctor sprays the throat and gives a general anesthetic, then has the patient swallow a tube so that the doctor may take a look at the abdomen. It gives a very vivid picture as to what's going on in the stomach.

Also in the emergency unit, they have to do all their paper work, reports, admissions with some patients, etc.

It gets pretty exciting when things are happening though and the whole hospital is very interesting.

Sept. 23, 1974

Mrs. Alice Sheredy
Forrest Park Hospital
3700 14th Avenue
Portland, Oregon 97000

Dear Mrs. Sheredy,

Thank you very much for letting me come to the hospital to explore the many different areas of nursing. I really found it very interesting and I learned quite a lot from you and the rest of your staff. The people I met were interesting and the things I saw were quite different from what I expected.

I think you have a great staff of nurses and doctors, and one thing I found very different was that you have no LPN's. I think that in your hospital it works better that way, being as you have a smaller hospital and staff.

I really appreciate all you have done for me, learning more about your hospital, and the work that goes on there.

Thank you again for everything.

Sincerely,

Susan Moore

Susan Moore
$(CE)_2$ Student

PROJECTS

LSAF
BASIC SKILLS
LIFE SKILLS
CAREER DEVELOPMEN
OJECTS

PROJECTS

Projects are individualized, problem-centered guides to help students blend learning objectives from Life Skills, Basic Skills and Career Development in activities performed largely at community sites of their choice. Project design and processes encourage students to manage their own learning and to perceive the relationships among personal goals, career options and specific knowledges and skills. In effect they are the "starting blocks" and "direction finders" students use to define and pursue immediate learning goals and to examine and refine broader career/life aspirations.

EBCE PURPOSES FOR PROJECTS

1. allow students to explore and refine personal interests within the Life Skills areas of creative development, critical thinking, functional citizenship, personal/social development and science
2. help all students achieve minimal proficiency in the performance of Basic Skills and in the application of critical thinking techniques to their individual learning goals
3. involve students in a cumulative process that fosters insights into their present learning habits and eventual lifetime learning skills
4. provide students with a way of understanding the application of general studies and learning processes to real life situations
5. prescribe action-specific learning activities that are individually negotiated on the basis of carefully assessed learner abilities and characteristics
6. generally provide staff with a way of monitoring and supporting community-based learning experiences
7. provide a standard learning process for all students while retaining the program's emphasis on individualization and self-direction

THE PEOPLE INVOLVED

The learning manager (LM) is the primary staff person responsible for negotiating and monitoring student projects and evaluating and verifying the completion of each one.

The employer instructor (EI) at each site supports any site-related project activities the student might perform at that site and, as necessary, certifies their completion. The EI also alerts the student to additional resources that might be available at the site.

The employer relations specialist (ERS) serves as staff liaison between employer instructors and learning managers regarding student performance of project activities.

The learning resource specialist (LRS) helps the student locate and use various resources necessary for completing projects.

RELATION OF PROJECTS TO INDIVIDUAL LEARNING PLANS

Projects assure that each student's individual learning is planned and monitored by program staff. Self-assessment and diagnostic data are incorporated for all projects. These data are applied to the negotiation of personalized and comprehensive learning goals in Life Skills, Basic Skills and Career Development.

Projects are designed specifically to make students aware of and utilize the learning potential inherent in their career exploration and learning level experiences on employer sites. They may also incorporate knowledge gained from employer seminars, work with tutors, involvement in group activities and occasionally experiences from competency certification. Generally, projects enable students to acquire and practice such "learning how to learn" skills as

1. critical thinking
2. negotiation with peers and adults
3. self-assessment
4. goal-setting and planning
5. use of resources (both human and material)
6. scheduling and use of time
7. accountability to self and to program expectations

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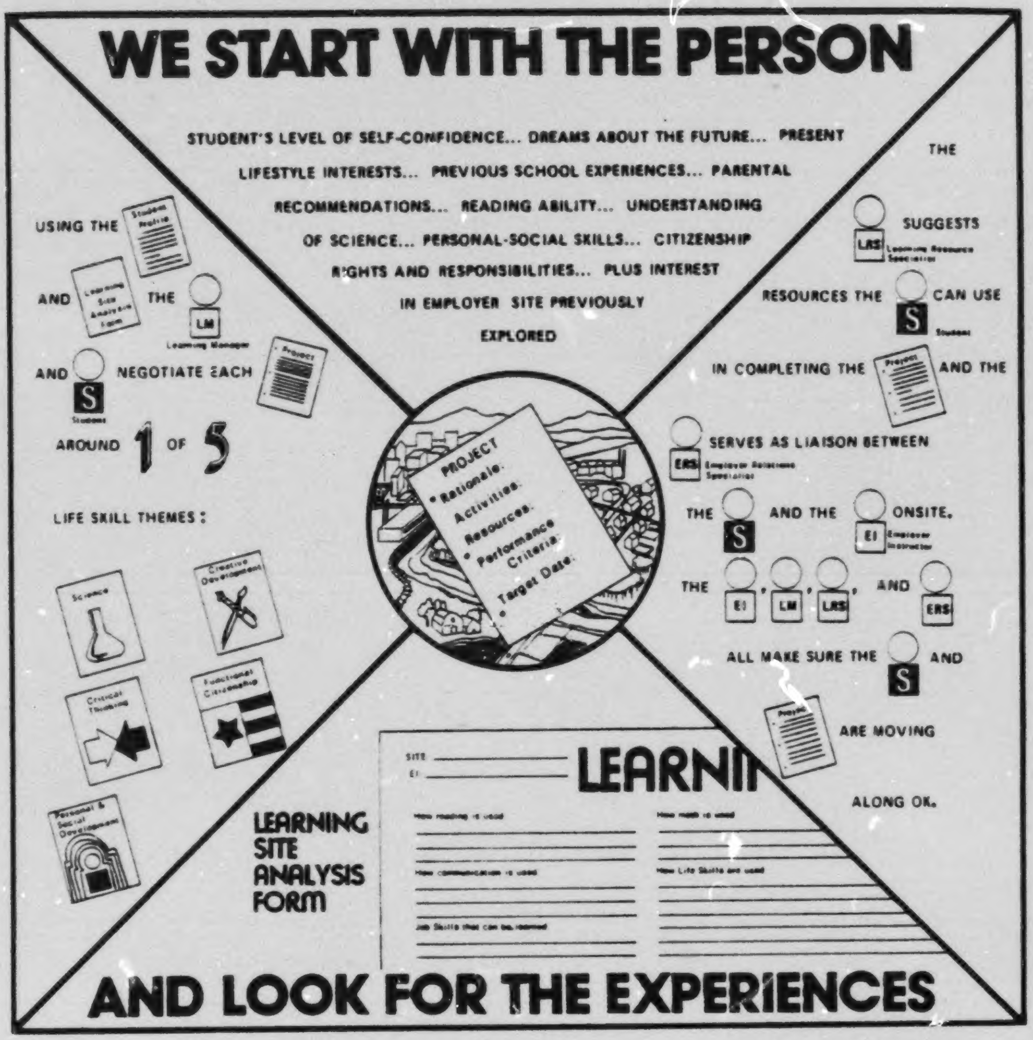
EXPECTATIONS FOR STUDENTS

All students are required to complete ten projects each year they are in the program, two in each of the five Life Skills areas. Instead of a second critical thinking project, students have the option of completing critical thinking wrap-up activities for the nine other projects.

Students are expected to adhere to accountability standards, particularly with reference to meeting target dates and adhering to employer site regulations.



WE START WITH THE PERSON

STUDENT'S LEVEL OF SELF-CONFIDENCE... DREAMS ABOUT THE FUTURE... PRESENT LIFESTYLE INTERESTS... PREVIOUS SCHOOL EXPERIENCES... PARENTAL RECOMMENDATIONS... READING ABILITY... UNDERSTANDING OF SCIENCE... PERSONAL-SOCIAL SKILLS... CITIZENSHIP RIGHTS AND RESPONSIBILITIES... PLUS INTEREST IN EMPLOYER SITE PREVIOUSLY EXPLORED

USING THE Student Profile AND Learning Site Analysis Form THE LM Learning Manager AND S Student NEGOTIATE EACH Project AROUND 1 OF 5 LIFE SKILL THEMES:

Science
Creative Development
Critical Thinking
Functional Citizenship
Personal & Social Development

THE LRS Learning Resource Specialist SUGGESTS RESOURCES THE S Student CAN USE IN COMPLETING THE Project AND THE ERS Employer Relations Specialist SERVES AS LIAISON BETWEEN THE S AND THE EI Employer Instructor ONSITE.

THE EI, LM, LRS, AND ERS ALL MAKE SURE THE S AND Project ARE MOVING ALONG OK.

PROJECT
Rationale
Activities
Resources
Performance Criteria
Target Date

LEARNING SITE ANALYSIS FORM

SITE
EI
LEARNI
How reading is used
How math is used
How communication is used
How Life Skills are used
Job Skills that can be learned

AND LOOK FOR THE EXPERIENCES

200

Steps to Follow

PREPARING FOR PROJECTS

page

1 Agree on project purposes, characteristics and requirements 195

2 Designate staff roles in developing and monitoring projects 205

3 Agree on student rights and responsibilities 208

4 Agree on ways students can use employer/community sites for projects 210

5 Complete Learning Site Analysis Forms for use in designing site-related projects 213

6 Establish recordkeeping and information-sharing procedures 215

7 Prepare necessary logistics and materials 219

8 Orient students and site personnel 220

NEGOTIATING PROJECTS

9 Hold learning manager/student conferences for planning first projects 233

10 For site-related projects, develop learning objectives from Learning Site Analysis Forms 236

11 Agree on project titles, Life Skills areas and rationale statements 242

12 Negotiate project activities, resources and products/criteria (including Basic Skills and, as possible, employer/community site activities) 244

13 Provide for special Basic Skills projects as necessary 251

14 Set target dates for completing project activities 256

15 For site-related projects, gain employer instructor's approval of proposed activities 257

page

16 Support student use of special placements, tutors and other types of resources 258

17 Monitor student progress and inititate accountability consequences as necessary 264

18 Evaluate project activities and products, verifying employer instructor certification of site activities 266

19 Participate in critical thinking wrap-up activities 271

20 Discuss evaluations with students and record completion of projects 273

21 Negotiate next projects 273

Preparing for Projects

1

Agree on project purposes, characteristics and requirements

EBCE's basic purposes and requirements for projects are given at the beginning of this section (see page 189). Since projects are the primary vehicle for combining learning experiences in all three curriculum components, you will want to review descriptions of Life Skills, Career Development and Basic Skills which appear in "Curriculum Outcomes," pages 19-35.

DESIGN CHARACTERISTICS

All projects should follow a standard format, a sample of which appears at the end of this item. Standardizing your format and its basic elements gives you a quality-control framework that insures comparability and helps organize recordkeeping. All projects should focus on a particular Life Skills area and have the following common design characteristics:

1. a learning manager rationale statement identifying the particular purposes of the project in terms of what is known about the student from testing, interviews and observations *(first page of format--see page 200)*
2. a student rationale statement in which the student expresses how he or she sees the project in terms of Life Skills proficiencies and Basic Skills/Career Development needs and interests *(first page of format)*
3. specified target dates stating when the student thinks individual activities and the project as a whole will be reasonably completed *(see each page of format)*
4. clearly stated learning activities aimed at certain objectives in the Life Skills area *(interior of format, first columns--see page 201)*
5. suggested resources to be used in completing the activity *(second columns of format)*

6. negotiated products and criteria for measuring performance of activities and use of resources *(third columns of format)*

7. individual activity evaluations written by persons most qualified to judge student performance in each activity *(bottom of each interior page)*

8. a project evaluation statement which summarizes the learning manager's judgment of the project as a whole *(first page of format)*

9. learning manager recommendations for further learning based on evaluation of the project *(first page of format)*

10. an optional critical thinking wrap-up activity which students may choose to complete for all their projects, thereby gaining credit for a second critical thinking project *(normally on a separate page--see page 272)*

See Items 11, 12, 14, 18 and 19 for more detailed explanation of how various design elements of the project are negotiated with students.

TWO KINDS OF PROJECTS

One of two projects students must complete in each Life Skills area each year is predesigned to insure that all students achieve the most important objectives in that area. The other is individually negotiated to insure specific learning activities that are commensurate with each student's unique interests and abilities. Students generally complete the predesigned project for an area before starting on an individually negotiated project in any given Life Skills area. This order may be reversed, however, depending on negotiation between the individual student and his or her learning manager.

Predesigned Projects

In the predesigned project, the student is given certain activities to do and kinds of information to be gathered (see samples in Appendix A). The student is free to negotiate specific content-related solutions, products and performance criteria within that context. The predesigned project was developed for several reasons:

1. to insure all important objectives in each Life Skills area are addressed in some way by all students, particularly the application of critical thinking skills which are necessary for all learning activities
2. to involve students immediately with the learning potential of employer/community sites and to encourage cross-site activities that increase the depth and scope of learning by challenging students to analyze and synthesize their observations
3. to cut down on learning manager time spent simply writing projects and free them to spend more time negotiating the individualized content of each project
4. to provide, when chosen as a first project in a Life Skills area, a more comprehensive assessment of what students know in that area, thereby serving as input to subsequent individually negotiated projects

Individually Negotiated Projects

For individually negotiated projects the student is directly involved in the design of the entire project from beginning to end. The student is free to plan activities, set performance criteria and define expected products through negotiation with a learning manager. Essentially, this kind of project achieves the same results as the predesigned project. The main difference is that the individually negotiated project allows students to pursue their individual interests more thoroughly. (An example of an individually negotiated project appears at the end of this item.)

ALL PROJECTS ARE NEGOTIATED

Keep in mind that the student and learning manager negotiate both kinds of projects to make sure learning is appropriate for that student's needs and interests. For example, while the wording of predesigned projects is preset, they are phrased in a general enough fashion to enable each student to determine both the content of the activities and criteria by which the activities will be evaluated.

Thus a predesigned activity might ask the student to "select a problem of interest to you at an employer site of your choice" and perform certain Life Skills processes with respect to that problem. The student is free to select the problem and site according to personal interests and the career options he or she is examining at that time. The learning manager, as part of negotiating with the student, will agree or disagree with a student's choices. Together they arrive at specific courses of action that both meet the student's interests and satisfy the program's expectations for that Life Skills area.

Similarly, evaluation of the products for a project is based on negotiation of the levels of performance expected by the learning manager and student. For example, a particularly talented student might be expected to apply the scientific method (for a science project) to examine a complex technological problem at an employer site and to describe his or her findings in a polished essay. Another student, less gifted in science generally and in writing skills specifically, might perform the same activity but limit its scope to a less sophisticated problem and site. This student might summarize findings in a few written paragraphs to be evaluated simply for grammar and punctuation.

THE RELATIONSHIP BETWEEN THE TWO KINDS OF PROJECTS

We originally designed the predesigned project specifically as preparation for the individually negotiated project. We felt the first would introduce the student generally to the processes and types of information particular to a Life Skills area. It could also give both the student and the learning manager a good indication of how that student related to each area in terms of concept and practice. The individually negotiated project would therefore follow as a fine-tuning of the student's initial experiences. By individually negotiating the second project we could better help the student perceive relationships among various Life Skills and the specific occupations he or she is examining. It would also give students who may have felt awkward and somewhat arbitrary in pursuing predesigned activities a chance to practice each Life Skills in realistic circumstances and through specific activities that are more personally relevant to his or her career/life goals.

We still feel the logic of this relationship to be reasonable but we do not require that the predesigned be done before the individually negotiated project. Practice shows that students are able to negotiate enough of the details of the predesigned project to fine-tune it equally as well as the individually negotiated one. Moreover, some students are excited by the challenge of writing their own project (which is part of the required first critical thinking project) and wish to follow through immediately on what they have designed. To make them first complete a predesigned project in an area for which they have already written a tentative design for an individually negotiated project seems counter to what EBCE is all about.

CROSS-REFERENCES

Appendix A of this handbook is the most important reference for the working learning manager. This appendix contains individual learning objectives for each of the five Life Skills areas addressed by projects. Following each set of objectives we give a brief summary of EBCE's approach to the Life Skills area and display the predesigned project for that area.

To further understand the general design of projects, see Item 8, pages 227-232 for an annotated format and a four-page Project Writing Guide. These are given to students during orientation to help them in planning their own projects.

You may also find the Guidelines for Project Design, given in Item 9, a useful summary of points the learning manager should keep in mind while negotiating each project--see page 234.

LIFE SKILLS AREA: Personal/Social Development

STUDENT NAME Steve Nelson

PROJECT TITLE Looking at Educational Alternatives

EMPLOYER INSTRUCTOR Dave Rogers

EMPLOYER SITE Admiral Halsey High School

LEARNING MANAGER RATIONALE/ASSESSMENT:

Steve's concern for the right of every individual to the best possible type of educational and personal growth experience has led him to a special placement at Admiral Halsey High School. A major part of this will be Steve's opportunity to participate in a musical environment, to witness the merging of education and music in a public high school setting and to explore the dynamics of a multi-ethnic/cultural experience in a desegregated setting.

STUDENT RATIONALE:

I want to investigate the type of schooling and atmosphere offered at Admiral Halsey High School and to pursue my interest in music.

PROJECT EVALUATION:

RECOMMENDATIONS:

STARTING DATE ____

TARGET DATE ____

DATE RECEIVED ____

ERS CERTIFICATION ____

CRITICAL THINKING WRAP-UP COMPLETE ____

COMPLETION DATE ____

ACTIVITY 1 DATE ____________	RESOURCES	PRODUCTS/CRITERIA *Unless otherwise specified, products and criteria will be negotiated with your LM*
Steve will explore AHHS as a nontraditional high school experience.		
A. Briefly research the history of Admiral Halsey High School.	Halsey resource people past and present Historical documents Halsey Communications Lab Values and Teaching, Part I and II Crisis in the Classroom Halsey Forecast Booklet Halsey High students/staff	A. & B. Oral explanation to learning manager or tape of description of the principles behind Halsey, both past and present
B. Understand the current model of eight schools within a school.		
C. Consider the question of how one teaches (learns) values.		C. Employer instructor's certification that this has been adequately discussed ____________ *EI Certification*
D. Observe classes.		D. Notes or written impressions of class observations to be read, discussed and certified by EI ____________ *EI Certification*
E. Utilize the multi-racial setting to compare educational values and attitudes between blacks and whites		E. Audio tape recordings of interviews Development of survey of questions regarding racial relations often asked by blacks and whites

EVALUATION

ACTIVITY 2 DATE ______________________	RESOURCES	PRODUCTS/CRITERIA *Unless otherwise specified, products and criteria will be negotiated with your LM*
Steve will compare Halsey and EBCE as viable alternatives to traditional educational institutions. Consider what are the differences in school population, both student and staff. Could they easily change learning environments? A. Attempt to identify the strengths and weaknesses of each system. B. What might be the pros and cons of Halsey for Steve?	Halsey and EBCE: environment students staff Gail Murphy	A. Written list of strengths and weaknesses of each system B. Discussion with either employer instructor or learning manager ______________________ *EI/LM Certification*
EVALUATION		

ACTIVITY 3 DATE ________________	RESOURCES	PRODUCTS/CRITERIA *Unless otherwise specified, products and criteria will be negotiated with your LM*
Racial barriers: low hurdle or high wall?		
A. Halsey as an inter-racial experience;; does it help break down racial barriers? If so, how?	Halsey students Employer instructor Literature: Souls of Black Folk, W.E.B. DuBois	A. EI certification that this has been adequately discussed ________________ *EI Certification*
B. Identify the types of racially related problems.		B. Two-page written statement based on the week's experience to be read and certified by both employer instructor and learning manager ________________ *EI Certification* ________________ *LM Certification*
C. How do you, Steve, feel being a minority for the first time in a classroom situation or in the environment in general?		C. Log of activities, observations and experiences via a journal
D. What kinds of actions--personal, social, political, artistic--can help dissolve racial barriers?		
EVALUATION		

ACTIVITY 4 DATE ____________________	RESOURCES	PRODUCTS/CRITERIA *Unless otherwise specified, products and criteria will be negotiated with your LM*
In that both Steve and his employer instructor are musicians, they will together explore the following: A. Opportunities for artistic growth in Portland B. Possibilities of mutually beneficial jam sessions C. Conflicts in being a musician--racial, social, artistic, personal, family D. Difficulties in being an artist yet earning a living by other means	Employer Instructor Gary Bryce	Session in musical expression with other musicians in the Halsey community
EVALUATION		

2 Designate staff roles in developing and monitoring projects

LEARNING MANAGER

The learning manager (LM) has primary responsibility for developing and monitoring student projects and for integrating them into each student's total learning plan. LM tasks are discussed throughout this section and are summarized on the following page.

LEARNING RESOURCE SPECIALIST

The learning resource specialist (LRS) is responsible for assisting students in identifying and locating resources necessary for all learning strategies, including projects. He or she may interact with the learning manager and other community resource people in the course of gaining a better idea of the student's needs and pinning down how and where the student can find the materials that will meet those needs. EBCE stresses, however, that students should learn how to identify, locate and use their own resources. The LRS is there to support them as they learn how to do this. Major types of resources are explained in Item 16 (page 258). Those in which the LRS most often supports students include

1. making use of programmed learning materials
2. contacting and working with tutors
3. locating and attending classes
4. making indepth use of community resource people and sites

EMPLOYER RELATIONS SPECIALIST

The employer relations specialist (ERS) is the liaison between staff at the learning center and employer instructors and sites in the community. It is the ERS's responsibility to assist students in selecting and making use of sites as part of their career exploration and learning level strategies and to facilitate student project activities that may be written for community sites.

THE LEARNING MANAGER'S ROLE IN PROJECTS

1. Keep in touch with cumulative assessment data on each student. Recommend additional testing as necessary (especially in Basic Skills) and formulate and refine your personal and professional judgments regarding student behavior and performance.

2. Discuss openly and honestly with students any personal observations and available assessment data that might help them understand themselves and their experiences.

3. Assist students in developing Learning Style Self-Assessment profiles for use in setting learning goals and planning activities suitable to their abilities, interests and needs.

4. Meet with students during orientation week to help them with their first projects.

5. Negotiate and write individualized project designs for each student, encouraging them whenever possible to take the lead in writing their own.

6. Develop learning objectives from Learning Site Analysis Forms to use in designing projects for employer sites.

7. Meet regularly with students to discuss project progress, target dates and other project-related issues.

8. Interact with staff (especially employer relations specialists) and other program-related adults as necessary to facilitate student work in projects and other learning activities.

9. Verify employer instructor evaluations of onsite project activities.

10. Certify project completion, write final evaluations, enter certifications into program records.

11. Meet with students choosing to do critical thinking wrap-up activities for their projects. Help them integrate their experiences with career/life perspectives and goals.

12. Provide both individual conferences and written reports for parents. Encourage parents to be involved with their children's learning experiences.

13. Meet with other staff to implement accountability standards and consequences if necessary.

See also Item 9 for guidelines for negotiating projects with individual students

The ERS is also instrumental in helping employer instructors complete the Learning Site Analysis Form that learning managers use for tailoring projects to individual employer sites.

The ERS and LM meet frequently to exchange observations about student performance and to discuss how individual students' Career Development and project activities might be better integrated.

CROSS-REFERENCES

"Personnel," Management & Organization, pages 50-57, provides detailed role descriptions of all EBCE staff members.

The role and duties of the learning resource specialist also receive attention later in this handbook, in "Learning Resources," pages 484-485.

The employer relations specialist plays a major role in implementing career explorations, learning levels and skill building levels--see pages 126 and 296, respectively.

3

Agree on student rights and responsibilities

STUDENT RIGHTS

The project is a tool for the student's benefit. It should help each student organize learning experiences to achieve career/life goals he or she has thought about, discussed with the learning manager, peers, parents and other adults and agreed on as appropriate. Its design should therefore be flexible enough to allow for the refinement of student self-awareness and any changes in both immediate and long range goals that might result.

It is possible that a student will work halfway through a project and decide on the basis of experiences both with the project and at employer sites to radically alter career/life goals. This in turn might necessitate adjusting the kinds of skills the student has decided to acquire--and therefore changes in project design. Usually this means the student will finish the project in basically its original form with perhaps some changes in the products/criteria. Subsequent projects would then be designed to better match the student's new goals. What is important here to remember, however, is that the student has the right to reassess goals and decide on different skills to be learned; the learning manager cannot honestly demand that the student continue with a learning plan that is no longer appropriate.

STUDENT RESPONSIBILITIES

Just as it is the student's right to change interests and goals on the basis of experiences it is also the student's responsibility to honestly criticize personal decisions, reflecting on them to make sure that learning goals are not changed simply because a particular activity or experience is too difficult or threatening. This is where the EBCE negotiation processes become very important. Learning managers and students sometimes have long and involved conversations regarding student decisions to change paths.

A student therefore cannot simply decide the work is too hard and come back and redesign project activities. He or she must sit down and quite literally renegotiate the activities with the learning manager. The learning manager will demand that the student be able to articulate reasons and discuss the consequences of any changes in project design in terms of life/career goals.

STUDENT ACCOUNTABILITY

Student accountability standards for projects are basically the same as for all program activities and are outlined in the Student Accountability System given to students as part of the Student Handbook. Critical accountability elements for project work include

1. setting and either meeting or renegotiating target dates

2. taking the lead in initiating and completing project designs

3. maintaining whatever employer/community site contacts are necessary for completion of project activities

4. keeping appointments and generally maintaining appropriate behavior both at the learning center and in the community

CROSS-REFERENCES

Student accountability is discussed in Items 6, 7 and 8 of "Learning Plan Negotiation," pages 77-91.

The Student Accountability System is displayed on page 78.

Accountability is also discussed in "Guidance," Student Services, Item 6.

The Student Handbook given students during orientation is displayed in Appendix A of Student Services.

Time management and task planning, important aspects of accountability, receive attention in "Learning Plan Negotiation," pages 81-91. See also Item 14, page 256, of this section.

4

Agree on ways students can use employer/community sites for projects

The major ways students use sites in the community are described in detail in separate sections of this handbook. For use of the project in career explorations and in learning and/or skill building levels, see "Cross-References" below. Following are brief remarks about each level and a discussion of special placements at sites for strictly project purposes.

The project is the major technique for organizing use of the local community and for helping students synthesize their site experiences with other learning activities. The ways in which students combine project work with site experiences are almost limitless and range from use of several sites for a single project or activity to use of a single site for several projects.

SITE USES

Students use career explorations and learning levels for project work. Because of their shorter length, several explorations are often used for a single project activity--for example, a cross-site comparison of management structures, public relations or work/sex stereotyping. Learning levels, however, are the most frequent setting for entire projects. Students may spend from three weeks to several months on a single learning level site. To insure their experiences are educationally productive we require they negotiate site-specific project activities that take maximum advantage of the resources and experiences at that site.

Skill building levels happen less frequently and, because of their narrow focus on the learning of specific job skills, we ask students to have already completed most of their required program work (including projects) before they start a skill building level. Because these levels are often in the form of classes offered at employer sites and require considerable time from the student we usually ask that the student schedule them after school hours if possible. Each skill building level is handled as a separate case with project activities negotiated only if the student needs more projects to complete program work or if project activities would be truly useful to the student's learning experiences on that level.

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SPECIAL PLACEMENTS

Special placements are our way of formalizing just about anything a student might do for learning purposes at sites in the community that cannot be organized in terms of career explorations, learning levels or skill building levels. Students use special placements for project activities requiring particular resources available at a given site. These activities may take several forms:

1. short-term, intensive study in a special interest area--for example, spending a day at an art museum studying the evolution of water colors and talking with the curator

2. use of special equipment or materials--for example, a student may need to work with special testing equipment for a project on the technology of rock sound

3. interaction with specific resource people--for example, a student may spend an afternoon talking with a counselor at the mental hospital about treatment for drug abuse

4. gaining special skills--for example, spending two days at an engineering firm learning rudimentary architectural drawing to do a project on school environments

Special placements are by definition short-term. When they become longer than a couple of days, staff treat them as learning levels and negotiate projects and other activities accordingly. Otherwise they are used for gathering information or completing certain aspects of a single project.

Special placement sites may or may not be part of the formal EBCE employer network. We try, as much as possible, to at least have a Letter of Intent signed for each special placement site to protect site personnel and the program in case of any insurance problems. This is particularly important for situations where students work with equipment on a site. For many placements (such as talking with a counselor or local artist) the student or a staff member will simply contact the community person and make an appointment for the student to stop by and talk. In these cases the formality of a Letter of Intent is not necessary.

See also Item 16 for additional remarks about using special placements as a project resource.

CROSS-REFERENCES

For projects and career explorations, see page 155.

For projects in relation to learning and/or skill building levels, see page 291.

For explanation of the Letter of Intent, see "Business Management," Management & Organization, page 118.

5 Complete Learning Site Analysis Forms for use in designing site-related projects

To identify learning opportunities at each site in the employer network EBCE staff use a device called the Learning Site Analysis Form (LSAF). The LSAF is completed by the employer instructor with the help of an EBCE employer relations specialist. It is filed at the learning center for use by students and staff. The first portion is completed early in the year whenever possible and includes specification of

1. working conditions and site requirements the student may need to know before going out to the site
2. available site-related literature the student may use
3. potential Life Skills situations that could be built into the design of projects

This information can be used for designing any project activity for which the student needs to utilize site resources. The second portion of the LSAF deals more directly with specific job tasks and related Basic Skills activities a student can practice and the tools and equipment that can be used if he or she chooses the site for a learning level. This information is generally used for designing entire projects to be completed at a specific learning level site. It therefore must be gathered at least by the time a site is chosen by a student for a learning level.

LSAFs AND PROJECT DESIGN

When a student chooses a site for a learning level the ERS contacts the EI, finishes the Learning Site Analysis Form and passes it to the learning manager for writing learning objectives that describe the many distinct activities a student might do for learning purposes while at the site. Essentially these are clearly written statements of the various tasks the employer instructor thinks can be practiced by the student on the site. The objectives are phrased in such a way that a student can handle them as discrete tasks that can be monitored and evaluated clearly. These objectives, which may number as many as a hundred "mini-tasks" for some sites, are then passed back to the employer instructor for prioritizing. This results in a sequence of goals that could be written into a project for the student. The prioritizing process also helps both the EI and the ERS gain a better grasp of what learning the student might pursue at the site.

CROSS-REFERENCES

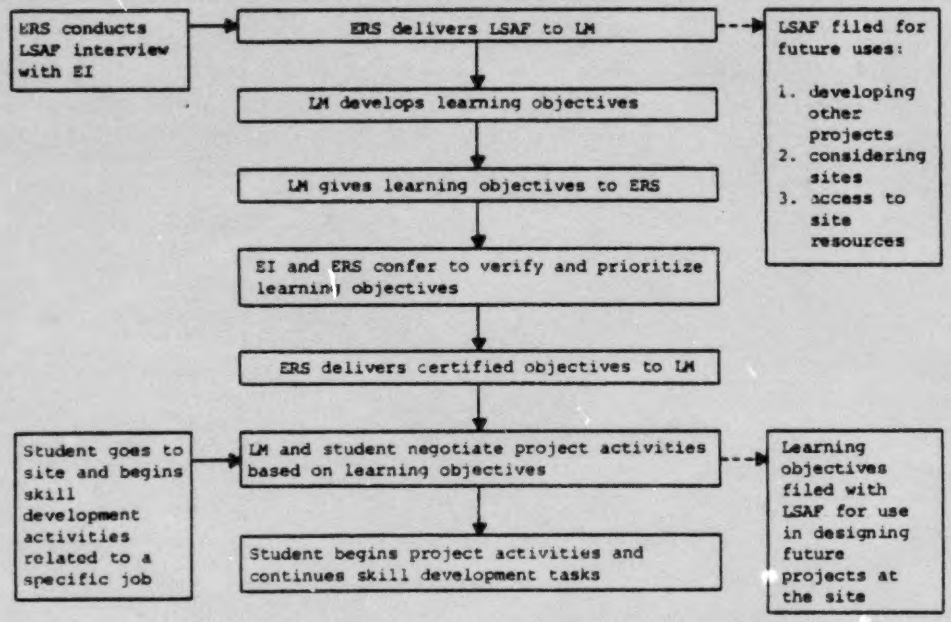
Item 10 of this section explains how the learning manager develops learning objectives from an LSAF--see page 236.

An explanation of LSAF procedures appears in "Learning Plan Negotiation," pages 72-76. Discussion of the LSAF and learning levels appears in "Learning & Skill Building Levels," page 300.

A sample LSAF, together with learning objectives and the project related to it, appear in Appendix C of this handbook.

A detailed walk-through of a simulated LSAF interview between an employer relations specialist and employer instructor appears in Appendix M of Employer/Community Resources.

USE OF LEARNING SITE ANALYSIS FORM
FOR STUDENT LEARNING


ERS conducts LSAF interview with EI
ERS delivers LSAF to LM
LSAF filed for future uses:
1. developing other projects
2. considering sites
3. access to site resources
LM develops learning objectives
LM gives learning objectives to ERS
EI and ERS confer to verify and prioritize learning objectives
ERS delivers certified objectives to LM
Student goes to site and begins skill development activities related to a specific job
LM and student negotiate project activities based on learning objectives
Learning objectives filed with LSAF for use in designing future projects at the site
Student begins project activities and continues skill development tasks

6

Establish recordkeeping and information-sharing procedures

RECORDKEEPING

Project recordkeeping is closely related to records for developing the student's entire learning plan. Key items that must be recorded for implementing student projects include

1. cumulative assessment data
2. project titles and target dates
3. learning manager notes/comments derived from individual conferences with students
4. comments made by employer instructors and community resource people regarding student performance
5. specific feedback regarding student abilities--through project evaluations, Student Performance Reviews (of learning level site activities) and observations by other staff
6. learning manager verification of project completion
7. completion of critical thinking wrap-ups

On occasion the Skill Development sheet on which the employer instructor certifies the student has successfully practiced specific job tasks may also be used by the learning manager to get an idea of what the student is learning at a site that can be related to project work.

The learning manager enters summary evaluation comments for each project and for the project as a whole on the Project Evaluation form (see sample, page 267). This form is filed with the completed project in the program's records and is drawn from when compiling reports to parents and the Record of Student Performance which is used for credentialing purposes.

The Life Skills Project Record is a form kept in the Master Records and used for recording the title and beginning/completion dates for each project. This serves staff as a quick reference to see how many projects each student has completed.

Copies of each project should be kept by the learning manager and filed in the student's individual record book. The learning manager can file projects by student name but should also list target dates in some sort of index card or calendar system for knowing when individual projects are due.

SHARING INFORMATION

As students advance through the program year, the numbers and types of projects going on at one time increases considerably. Students may be working on many project activities simultaneously, spreading activities across one or more employer/community sites and pursuing various resources which might involve scheduling classes, tutors, special placements and so forth. All of this is coordinated through the specific project designs students have negotiated with their learning managers. In addition to the formal recordkeeping processes noted above, it is critical that there be other means whereby students and staff can exchange information and share feedback freely.

Students and Learning Managers

Student/learning manager information sharing goes on continuously in formal and informal ways. Formally, the learning manager schedules regular meetings with each student to discuss progress in project activities, share evaluation feedback, negotiate new projects, discuss journal entries and keep in touch generally with what the student is doing. Learning managers can schedule these meetings according to their own personal style and preferences. For instance, one person may prefer to have a half-day each week for "journal raps," another day for "project negotiation and rapping," another for "project writing and miscellaneous conversation." As need be, a special conference can be scheduled for a student having obvious difficulties with some aspect of a project.

On an informal basis, learning managers catch students as they pass by to ask them critical questions about a product or give them a newly drafted project design to look over. The learning center's physical design should permit many kinds of informal and casual exchanges among all staff and students.

Students and Other Staff

Student/staff information sharing with employer relations specialists and learning resource specialists goes on in a similar though less scheduled fashion. The learning manager has primary responsibility for the development of each student's learning plan and therefore will have more consistent needs for getting together with students. Other staff schedule meetings as the need arises with respect to other learning strategies and student performance in general.

A status board centrally located for easy visibility helps students and staff alike keep up with individual student progress in various learning strategies. It consists of a bulletin board mounted in the learning center's conference room on which are placed 3 x 5 cards with each student's name displayed with a listing of current projects, target dates and Life Skills areas. In addition, the board displays at which sites the student is either exploring or on a learning level and his or her progress in the competencies. The board serves as a general reference to all staff and provides a handy visual supplement to any meetings that might be held regarding student learning activities.

Staff Meetings

Zone progress meetings and zone debriefings held regularly are another means of exchanging information about student progress. In these meetings, staff discuss particular problems that may arise regarding each student's learning and affective growth. While detailed conversation about specific projects does not usually occur during these times, individual staff members do have a chance to pick up clues about individual behaviors that may relate to a student's progress on a given learning activity. Thus by pooling their most current information about students the staff can keep in touch with easily overlooked changes that may affect students both individually and as a group.

Learning managers and employer relations specialists will feel the most need for conferring about specific student learning activities. They should have frequent meetings to discuss the current status of each student's projects and any related problems or issues. Through these meetings the LM can keep up to date on each student's employer site experiences and monitor possible problems students may have on their learning level projects. Similarly, the ERSs can become familiar with the nuances of the projects written by the learning managers for each student's learning level. They may then answer any questions employer instructors might have about project-related activities. Through these meetings, the ERS's role as a liaison between the learning manager and the employer instructor can be strengthened and learning site experiences can be more closely coordinated with broader program goals.

Parents

Parents should be informed of project progress and encouraged to take an interest in their children's individual projects and site experiences. On occasion, projects can even be designed to include a parent or the home environment as a resource or setting for learning activities. Regular parent reporting should happen at the end of each school year action zone.

CROSS-REFERENCES

For an overview of all student records, see "Student Records" in Student Services.

See "Learning Plan Negotiation," pages 66-71, for further discussion of information sharing.

Parent reporting and involvement in student learning is also treated in "Learning Plan Negotiation," pages 70 and 90-91.

7 Prepare necessary logistics and materials

Logistical planning for implementing projects should already have taken place as you gear up for total program operations. You should make sure the following tasks have been accomplished:

1. Initial testing in Basic Skills and career interests should have taken place during the summer and Student Profiles (assessment summaries) should be available to all staff.

2. Employer sites should have been recruited to serve as settings for project activities. (See "Site Recruitment" in Employer/Community Resources.)

3. Transportation arrangements should be set up so students can get to sites, both those in the employer network and any special placement sites that might be identified as the year goes on. (In this handbook, see "Career Explorations," page 134; also see "Business Management," Management & Organization, page 129.)

4. A system for generally locating and using community resources of all kinds should be established. (See "Learning Resources" in this handbook.)

5. All necessary forms have been printed. These include recordkeeping forms noted in the preceding Item and sufficient predesigned and blank project forms to meet the needs of your students.

8 Orient students and site personnel

ORIENTING STUDENTS

Students should be oriented to projects during the general program orientation held during the first week of school. Small group workshops are a good way to introduce them to project procedures. At that time you might try a role play skit to demonstrate how project negotiation takes place. An annotated project form and a list of student steps to follow (displayed on pages 226-228) can also be given out during the workshop.

$(CE)_2$ uses this time to have new students begin on the predesigned project in critical thinking. This project asks students to look more closely at various aspects of the EBCE program. It also has students try writing projects for themselves. Used in conjunction with the Project Writing Guide (displayed on pages 229-232), this project gives students many "learning by doing" experiences of EBCE processes in general and project purposes and design in particular.

While students usually begin on the predesigned critical thinking project before their first learning plan conferences, these conferences should occur as soon as possible. For new students particularly, learning managers should start scheduling conferences during actual orientation and have completed them by the second week of school. It is during these conferences that each student begins to fine tune the project to match his or her unique circumstances. Similarly, the first conferences give learning managers a chance to answer any questions students might have after orientation. (See Item 9 for more details about those conferences.)

Returning students are asked to begin on the predesigned critical thinking project because it can also be a good refresher and warm-up activity for those already familiar with the program. Returning students will usually negotiate more of the specific details of the project and may even choose to do another in a different Life Skills area instead.

In summary, an orientation workshop might be logically organized around the following steps:

1. A learning manager speaks briefly about key EBCE concepts (planning and taking responsibility for your own learning, community-based experiences, integrated learning in all three curriculum components, one-to-one

negotiation) and relates them to projects as the primary way of organizing individualized learning.

2. The annotated project format is distributed and the learning manager and a returning student perform a brief role play to show how various design elements are negotiated.

3. The Project Writing Guide and predesigned critical thinking project are passed out. The learning manager can explain how the Guide works and open the group to informal discussion of how different students might approach various activities in the critical thinking project.

4. The learning manager summarizes by encouraging students to begin working on the project and to sign up immediately for their first individual conferences. If students wish to negotiate changes in any activities or criteria in the project they should tell the LM and try to schedule their conferences within the next day or two.

5. The learning manager closes the workshop by reminding students that they can ask any staff member for help--that all staff are ready to help with any aspect of the student's personal learning path.

ORIENTING EMPLOYER INSTRUCTORS

Employers are oriented to projects as part of their total orientation to the program; additional employer orientation/development sessions are held throughout the year to answer questions as they arise. The employer relations specialist also fills an important information sharing role as he or she visits employers at their site throughout the program year.

Generally, the employer relations specialist and other staff should help employer instructors understand

1. Learning Site Analysis Form procedures (including verifying/prioritizing learning objectives)

2. their roles as important resources students can use for project activities

3. their responsibilities for supervising students on their sites and evaluating student performance of certain activities

4. the importance of the student meeting target dates for activities and general attendance requirements for the site

5. the availability of EBCE staff to answer questions and help with any problems that might arise

CROSS-REFERENCES

See "Program Entry/Exit," *Student Services, pages 27-35, for explanation of general program orientation.*

See "Employer Instructor Development," *Employer/Community Resources, pages 67-104, for more detailed information about how employer instructors are oriented on a continuous basis.*

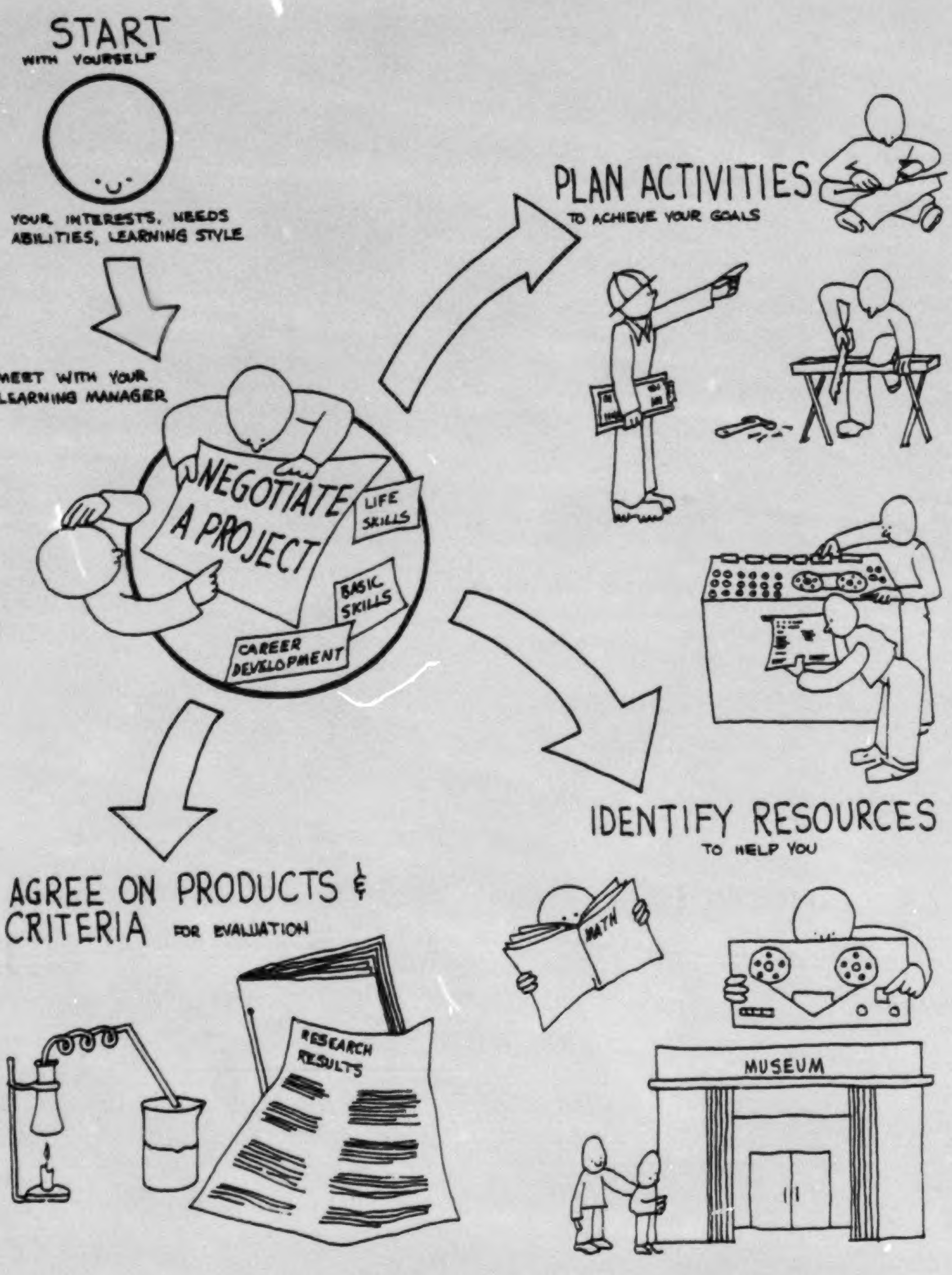
See Appendix A for an example of the predesigned critical thinking project students usually begin during orientation.

STUDENT PROJECT ORIENTATION MATERIALS

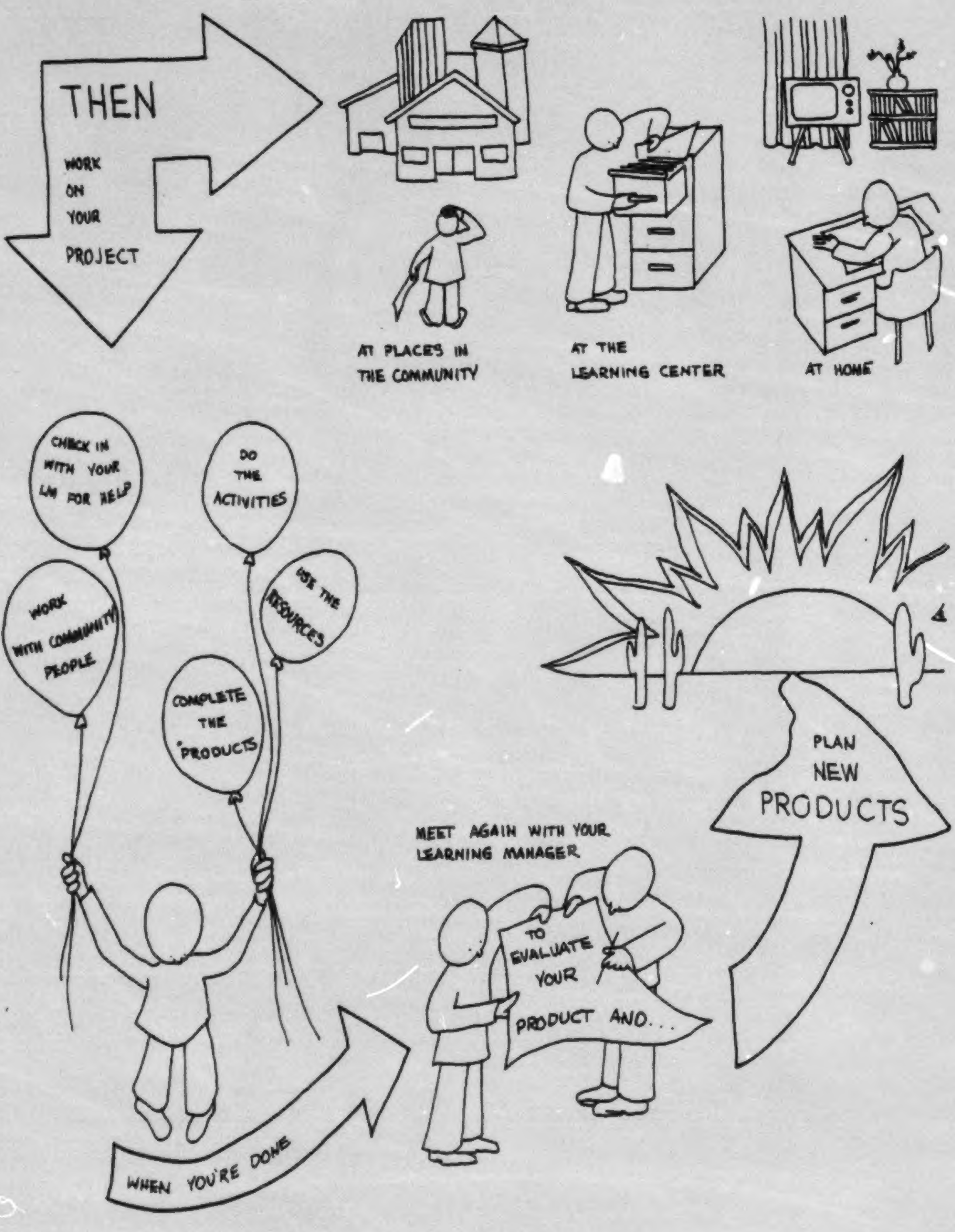
Materials displayed on the following pages may be used to introduce students to the procedures necessary for implementing individualized projects. They include:

1. *a two-page illustration of key events in planning and doing project activities*
2. *a summary of steps students are to follow for projects*
3. *an annotated project form explaining each of the project's design elements*
4. *a four-page Project Writing Guide students are to use in planning their own projects*

PLANNING PROJECTS


START
WITH YOURSELF
YOUR INTERESTS, NEEDS
ABILITIES, LEARNING STYLE
MEET WITH YOUR
LEARNING MANAGER
NEGOTIATE
A PROJECT
LIFE SKILLS
BASIC SKILLS
CAREER DEVELOPMENT
PLAN ACTIVITIES
TO ACHIEVE YOUR GOALS
IDENTIFY RESOURCES
TO HELP YOU
AGREE ON PRODUCTS &
CRITERIA FOR EVALUATION
RESEARCH RESULTS
MATH
MUSEUM

DOING PROJECTS


THEN
WORK ON YOUR PROJECT
AT PLACES IN THE COMMUNITY
AT THE LEARNING CENTER
AT HOME
CHECK IN WITH YOUR LM FOR HELP
DO THE ACTIVITIES
WORK WITH COMMUNITY PEOPLE
USE THE RESOURCES
COMPLETE THE PRODUCTS
WHEN YOU'RE DONE
MEET AGAIN WITH YOUR LEARNING MANAGER
TO EVALUATE YOUR PRODUCT AND...
PLAN NEW PRODUCTS

SUMMARY OF STUDENT STEPS FOR PROJECTS

1. Attend orientation and receive the predesigned critical thinking project and Project Writing Guide.

2. Schedule your first conference with a learning manager.

3. Before the conference, start on the critical thinking project and carefully read the Project Writing Guide; try drafting your first project.

4. Go to the conference; the learning manager will help you complete a Learning Style Self-Assessment interview to enable both you and the LM to better understand your unique learning characteristics.

5. Talk about your learning preferences, the results of your Basic Skills testing and your Career Development interests. Work with the learning manager to use this information to more clearly define the activities and evaluation criteria for the project you are now completing.

6. If you are ready, plan your next project at this time.

7. Decide about critical thinking wrap-up activities. If you wish, you may choose to do one wrap-up for each of the projects you do this year; that will give you credit for a second project in critical thinking. If you don't want to do wrap-ups, then a second critical thinking project will have to be negotiated.

8. Schedule your next conference for discussing progress and evaluating any completed activities.

9. Continue working on project activities. Think positively about your interests! Talk to the LM and plan projects that you can enjoy! Also think about the sites you are exploring. Which ones would you like to return to for a learning level project?

10. As you finish activities, have them evaluated by the persons you and your LM decided were best qualified (employer instructor, community resource person, learning manager).

11. Watch your target dates! Let your LM know if you see yourself slipping deadlines and negotiate new dates or plan ways you can meet your current targets.

12. As projects are finished, turn them in to the learning manager, discuss your final evaluation and critical thinking wrap-up and plan new projects.

SAMPLE PROJECT

STUDENT NAME Your Name

LIFE SKILLS AREA: Each project is in one of the five Life Skills areas. The name of that area goes here.

PROJECT TITLE The Name of the Project

EMPLOYER INSTRUCTOR Your EI's Name

EMPLOYER SITE The Name of the Business

STARTING DATE Project Started

TARGET DATE Expect to Finish

DATE RECEIVED Hand In Project

COMPLETION DATE LM Evaluation

Critical Thinking Wrapup Complete Review Project With LM

ERS CERTIFICATION ERS must see the project and the skill sheet.

LEARNING MANAGER RATIONALE/ASSESSMENT:

In this space your Learning Manager writes what this project is designed to help you learn and why it is an important part of your learning plan.

STUDENT RATIONALE:

In this space you write your reasons for wishing to do this project and what you expect to learn from it. This rationale is always written before you begin to work on the project. You can then go back to it after the project is completed and see how well you met the goals you established.

PROJECT EVALUATION:

Your Learning Manager will use this space to evaluate the entire project after all activities are completed. You are always encouraged to talk these comments over with your Learning Manager.

RECOMMENDATIONS:

Based on the evaluation of your work on this and previous projects, your Learning Manager will recommend further work that would be helpful to you.

ACTIVITY Target date for date ______ Activity completion	**RESOURCES**	**PRODUCTS/CRITERIA** **Unless otherwise specified, products and criteria will be negotiated with your LM**
This area of the project lists specific things that you will do to complete this activity. For each item in this list there will be a corresponding product in the right hand column on this page.	This column suggests people and other resources which may help you to complete the tasks outlined in the activity column. You are encouraged to find and use resources that may not appear here.	This column lists the specific things which you will produce and turn in to your Learning Manager for evaluation. These items are many and varied and will demonstrate your completion of the tasks listed in the left hand column. Specific criteria may be added to describe the level of performance you are to achieve. All items are totally negotiable. You are urged to identify creative alternatives and share them with your Learning Manager prior to completing the task.

EVALUATION

Here your Learning Manager will evaluate the work you have done on this activity as specified above. Evaluation will be in terms of how well you have accomplished what was negotiated and listed above.

PROJECT WRITING GUIDE

This guide is intended to help you learn how to write your own projects. You will first use the guide as you work on your predesigned critical thinking project. After that you'll want to keep it handy as you work with your learning manager to plan the design of other projects. Learning to design your own projects is a very important skill. It can help you become more confident about negotiating learning activities that truly match your own interests and talents. It can also help you better manage your learning choices throughout your life--so enjoy yourself and take this seriously!

CRITICAL THINKING STEPS

Listed below are the steps of the critical thinking process. Each is useful to good project writing.

1. Identify a problem or issue
2. Gather and sort information related to the problem and
    a. recognize that statistics, observations, language and feelings are different types of information that form the basis of our knowledge about situations
    b. be able to understand different types of information as common language rather than mystical jargon
3. Interpret information related to the problem, recognizing the impact of biases in both the data and themselves
4. Develop a variety of alternatives and define a course of action to take in relation to the problem or issue
5. Evaluate the results of their actions and be prepared to take an alternative course of action to deal with the problem or issue

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WRITING THE PROJECT

Following are all the things you should do to design your own project. To help you see which critical thinking steps you will be using we underline the one that best describes each stage of project writing.

GETTING STARTED: IDENTIFY THE PROBLEM OR ISSUE

1. Read three predesigned projects. Compare their parts with the Project Checklist at the end of this guide. This will help you see what the various parts are.
2. Select the Life Skills area for your project.
3. Decide on a project title.
4. Select the employer site where you will be working on most of your project activities.
5. Write the student rationale (Your purposes: Why are you doing this project? What will you learn? Basic Skills? Life Skills? Career Development?)

ACTIVITIES: GATHER AND SORT INFORMATION RELATED TO THE PROBLEM

1. Think up as many activities as you can that will help you understand the issue. Talk with your employer relations specialist about objectives written from the Learning Site Analysis Form (LSAF) for that employer site.
2. Look at the card file of project activities.
3. From the card file, pick activities that best match your interests and your rationale for this project. Record them on the $(CE)_2$ project forms kept by the learning aide.

RESOURCES: INTERPRET INFORMATION RELATED TO THE PROBLEM/ISSUE

1. List some useful resources that will help you understand the issue and complete the activity.
2. On the project forms, record the best resources with the appropriate activities.

PRODUCTS: DEVELOP ALTERNATIVES AND DEFINE A COURSE OF ACTION

1. List as many ways as you can to share/communicate the outcome or product for each activity. (Products are what results from the activity. They can be discussions, something written, photographs, collages, or activities themselves (such as running the mile in four minutes).
2. Analyze and select the best products. Record on the forms.
3. Be sure that some of the products will be evaluated by employer instructors and other community people, as well as by the learning manager.
4. Using the critical thinking predesigned project as a guide, estimate the amount of time you'll need to complete each activity. Put this information on a $(CE)_2$ Task Sheet with a final target date for the whole project.

LOOK IT OVER: EVALUATE THE RESULTS OF YOUR ACTIONS, AND BE PREPARED TO TAKE AN ALTERNATIVE COURSE OF ACTION TO DEAL WITH THE PROBLEM OR ISSUE

1. Does your project include everything on the Project Checklist?
2. Are the activities, resources, and products all directly related to each other?
3. Are a significant number of the activities to be completed on an employer or community site?
4. Does it look like a project that will be both useful and enjoyable?
5. If you answer "no" to any of the above four questions, what alternatives do you have? What changes might you need to make in order to feel satisfied?

CHECKLIST OF PROJECT PARTS

- ☐ Learning Manager rationale
- ☐ Student rationale
- ☐ Life Skills area
- ☐ Basic Skills work
- ☐ Employer and/or community sites
- ☐ Activities
  - ☐ Resources
  - ☐ Products
- ☐ Criteria for products
- ☐ Negotiation with learning manager
- ☐ Critical thinking wrap-up activity

GLOSSARY OF TERMS

Alternatives: choice between two or more things

Analyze: to break down a whole into its parts to better understand its true nature

Assessment: direct measurement of performance on important tasks

Bias: ideas slanted in a certain direction; partiality; prejudice

Components: parts, or ingredients, of a whole

Criteria: the standard by which we measure or judge something

Data: things you know or information you've gathered to use for solving a problem or coming to a conclusion

Evaluation: to judge or determine the worth of something

Goals: something you want to achieve: a final aim

Interpret: to explain the meaning of; translate to make understandable; to give on's own conception of

Negotiation: conjure, bargain, or discuss in order to reach an agreement about something

Objectives: statement of intent asking for a measurable change; method by which you reach your goal

Rationale: a statement explaining the reasons behind something

Negotiating Projects

9

Hold learning manager/student conferences for planning first projects

FIRST CONFERENCES

Projects and Learning Plans

The first student/learning manager conference occurs shortly after the program year begins. Students will have already begun working on their first predesigned project in critical thinking (introduced to them during orientation activities) and begun their career explorations of sites in the community. Returning students may have begun learning level sites as well.

During this first conference the learning manager discusses the student's personal learning style, interests, preferences and abilities and begins focusing on what the student can and cannot do in each Life Skills area. The student's transcript data will have been summarized for this conference so that both learning manager and student will have some idea of what the student has done in the way of Life Skills related work.

Most of the project discussion centers around the critical thinking predesigned project. The learning manager and student talk about any problems that might have arisen. The learning manager also checks to make sure that the student understands how employer sites are to be used as resources for some project activities.

During these first conferences the learning manager should also talk about how projects can help students focus and enlarge on interests arising from other learning activities. Stress the interrelatedness of everything the student does. Point out how experiences at employer sites, working with competencies, writing in journals and attending employer seminars can lead to many new discoveries about personal interests, abilities and goals. These discoveries should be thought about, discussed with staff and used as the basis for planning new projects that allow each student to become increasingly involved in learning things that are directly relevant to his or her career/life path. (To prepare for your first conferences you may also wish to review Items 1, page 195, and 11 through 16, pages 242-263, for more detailed explanation of the various project elements.)

GUIDELINES FOR NEGOTIATING PROJECTS

1. Look at assessment information recorded for each student (including personal notes and program records of testing results and previous performance).

2. Consider how the project will build on the student's efforts in preceding projects--both within a Life Skills area and across different areas.

3. Take into account how project activities, resources and products/criteria fit into the student's overall learning goals and career/life expectations.

4. Take into account each student's learning style in considering what kinds of learning activities should be emphasized. Project scope, language and evaluation criteria should vary according to individual learner characteristics. Project activities should involve more or less group work, contact with sites, reliance on secondary materials and so forth.

5. Try to build site-related and Career Development activities into each project. Consider specific information about the learning opportunities at the site or sites the student will use for the project.

6. Make sure that Basic Skills practice is integrated into project activities and that products/criteria specify levels of Basic Skills performance appropriate to the student's assessed needs and interests.

7. Be sure to discuss all of the above considerations with the student and negotiate activities that satisfy both student and program expectations.

8. Try to negotiate projects with high levels of transferability--that is, learning activities should illustrate the relationship between what is learned for a particular project and how that learning can be applied to other circumstances. Projects should increase the student's ability to generalize from situation to situation, from life role to life role.

9. Encourage the use of a variety of resources: printed materials, audio-visual materials, public agencies, people, natural environment, pertinent codes and laws, local events, student's own mind and creativity.

10. Encourage a variety of products: written reports, oral presentations, natural products such as terrariums, gardens, water samples and so forth, tape recorded interviews, hand-crafted products, citizen participation in public events, graphs of data, demonstrated performance such as original dance, caring for or teaching children, debates and so forth.

11. For performance criteria, specify who will certify satisfactory performance.

CROSS-REFERENCES

A useful checklist for negotiation behaviors appears in "Learning Plan Negotiation," pages 101-102.

"Learning Plan Negotiation," pages 43-48 contains an explanation of the learning plan cycle of assessments/prescription/evaluation/integration which underlies all EBCE learning strategies.

Specific assessment data gathered for each student is described in "Learning Plan Negotiation," pages 54-65.

Also explained and displayed in that section is the Learning Style Self-Assessment checklist which the student and learning manager use to get a better idea of how projects might be tailored to the student's personal characteristics--see pages 56-58.

10

For site-related projects, develop learning objectives from Learning Site Analysis Forms

Item 5 of this section discusses the importance of Learning Site Analysis Forms in negotiating projects for employer/community sites. The same item gives cross-references for more detailed explanation of LSAF procedures elsewhere in this and other handbooks. Below we address the steps taken by EBCE learning managers to derive learning objectives from LSAF data.

EXPLANATION OF LEARNING OBJECTIVES

Site learning objectives are derived from the job analysis on the Learning Site Analysis Form and describe the many distinct activities a student might do for learning purposes while at the site. Essentially these are clearly written statements of the various tasks the employer instructor has noted that can be practiced by the student on the site. To insure an accurate correspondence between the student's learning plan and his or her site experiences, all project activities involving onsite tasks should reflect to some degree the specific learning objectives written for that site.

The objectives should be written as discrete activities a student can perform either at the site or in some relationship to the job or site. Although the objectives should be phrased so as to give guidelines for monitoring and evaluation, specific performance criteria will generally be written into project activities that are derived from the learning objectives, rather than into the objectives themselves. The following description of the characteristics and use of site learning objectives will help clarify why this is so.

Comparison with Behavioral Objectives

There are important distinctions and some similarities between learning objectives and behavioral objectives. Following is a comparative list of characteristics.

1. Learning objectives are an open-ended list for a particular job site; they can be added to indefinitely.

   Behavioral objectives would tend to be a finite list for a particular purpose.

2. Learning objectives are intended to suggest potential learning activities at a site; they are a resource, not an integrated learning plan.

   Behavioral objectives would follow a sequence which is guided by a pattern or process; they are usually part of an integrated, purposeful learning plan.

3. Learning objectives are not stated in respect to any particular goal; they can be selected from and used (perhaps with some revision) to meet a variety of educational goals.

   Behavioral objectives are definitely oriented toward fulfilling specific goals.

4. Learning objectives are stated in terms of actions students can perform.

   Behavioral objectives are stated in terms of actions students can perform.

5. Learning objectives usually do not include specified conditions for performance (these are stated when site objectives are written into project activities).

   Behavioral objectives include specified conditions for performance.

6. Learning objectives usually do not specify performance criteria (the extent to which students must perform to satisfactorily fulfill the objective); these also are stated in student projects.

   Behavioral objectives include clearly stated and measurable performance criteria.

Examples

An example of a learning objective from an LSAF for use in designing a project would be as follows:

> *The student will be able to write work orders which carefully describe the needs of the customer.*

An example of a behavioral objective might be something like this:

> *After observing at least three occasions of the service manager discussing with customers the problems they are having with their cars and reviewing the work orders*

resulting from the discussions, the student will observe another discussion between the service manager and a customer, and, without any help from the service manager, the student will write a work order which the customer confirms as representing his or her repair needs with 100% accuracy and which the mechanic confirms as communicating with 100% accuracy all the information he or she needs on a work order.

DERIVING SITE LEARNING OBJECTIVES

Although the list of learning objectives for a site will always be open-ended and therefore incomplete, it is helpful to make the original list fairly definitive in relation to information recorded on the Learning Site Analysis Form. The following guidelines may help you avoid omitting important objectives.

Objectives Taken Directly from LSAF

Begin by following the LSAF structure and derive site learning objectives systematically from each task, subtask and Basic Skills group. Most of the learning objectives will be taken directly from tasks and skills that are a part of the employer instructor's job. These objectives will tend to engage a student in direct participation in either actual or simulated job tasks. For example:

The student will be able to:

1. *read instruments and gauges*
2. *perform numerical computations from the oscilloscope*
3. *add, subtract, multiply and divide with 100% accuracy as required for use of diagnostic equipment*
4. *read directions and manuals for testing equipment*
5. *write out results on work orders for recommendations for customer repairs*
6. *use electronic diagnosing equipment to determine whether or not proper repairs have been done*

Expanding From LSAF Data

Other objectives can be derived from the LSAF information by extension. These objectives will tend to involve the student in activities somewhat removed from participation in actual job tasks. They will lead toward a more reflective and analytical approach to the job and site. The site is likely to be just one of several resources for this type of objective.

It is these objectives that can make the job site an infinitely flexible learning resource. These derived learning objectives can vary, depending on curriculum needs and the degree of actual involvement in work tasks permitted students.

For almost any site, students can do the following kinds of activities.

1. historical, legal or environmental research
2. collection and conversion of information into statistical reports, organizational charts, diagrams, graphs and flow charts
3. computation of costs, profits or taxes
4. written reports in various forms
5. oral or audio-visual presentations
6. application of problem-solving processes such as critical thinking or the scientific method

An example of this type of learning objective that might be derived from the same LSAF as the example on the preceding page would be:

> *The student will research and present in some form the relationship of well-tuned engines to air pollution.*

ORGANIZING SITE LEARNING OBJECTIVES

Deriving learning objectives from the Learning Site Analysis Form will result in a list of objectives organized in terms of direct involvement or indirect relationship to actual job tasks.

Once the list of potential site objectives is developed to your satisfaction, you may find it helpful to use an informal code for identifying how each learning objective relates to the actual task performed by the community instructor. This can be useful later when you are developing project activities from the learning objectives and are faced with the need to decide who can certify satisfactory performance and on what basis the performance criteria will be established. (See Item 12.)

The following grouping is based on the degree of involvement permitted the student in the job activity from which the learning objective is derived.

1. Not Observe (NO): The student cannot even observe the job activity (too confidential; legal restrictions; sanitary regulations; safety factors).
2. Observe Only (OO): The student can only observe the job activity (no hands-on allowed).
3. Attempt/Practice (AP): The student can attempt and practice the job activity (but cannot expect to learn to perform at the level of a paid employee).
4. Practice and Learn (PL): The student can reasonably expect to learn to perform as well as an employee after practicing (keeping in mind the length of time the student will be at the site).

You can write the appropriate code letters beside the number of the learning objective. Some learning objectives may indicate more than one level of participation that a student might pursue by degrees.

Remember that even activities that fall into the Not Observe and Observe Only categories can be used as a basis for student learning objectives and project activities. For example, a student could interview the surgical nurse of the brain surgeon whose job he or she is examining, to find out what goes on in the off-limits areas of surgery and recovery rooms. Similarly, a student could be required to do some sort of report based on a research of written literature or films about confidential aspects of a given job.

Explain and confirm the classification with the employer instructor at the same time that you get his or her general approval of the list of learning objectives.

USING OBJECTIVES TO WRITE PROJECTS

Once learning objectives are developed from an LSAF, the employer relations specialist takes them to the site's employer instructor for prioritizing. The EI looks over the list of objectives and arranges them in a logical progression the student might follow in learning about the job. At the same time, the EI also checks the wording on objectives to make sure they continue to match what happens at the site and in the particular job. If there are any problems or questions, the employer relations specialist should either handle them directly or refer them to the learning manager. It usually happens that the learning manager has written the objectives in a logical order in the first place and the EI will simply check that order, rearranging an item or two, and verify its accuracy.

While the objectives are being prioritized, the learning manager and student should be roughing out an approximate design for the project. The student will have been at the site for a while and should know enough about it to be able to plan the general content and direction of project activities. Once the objectives return from the EI, the learning manager uses them to write up a formal draft of the project based on notes and previous discussion with the student. The student then comes in and together they refine the wording, finalize criteria and resources and set formal target dates.

If the student has only one project planned for that site, the objectives may translate directly into specific project activities. Remember the LSAF information and resultant objectives constitute a set of parameters, an inventory or data bank that facilitates project design. This information is subject to the learning manager's professional interpretation and the student's own decisions about interests and needs for activities at that site. While objectives may be somewhat personalized by the ERS and EI because they already know a specific student is intending to utilize a site, they also should be distinct enough that they can be used by other students who may decide at another time to use that same site. Neither LSAF nor objectives in themselves equate to project designs.

NOTE: The sample learning objectives shown in this Item were derived from the Learning Site Analysis Form displayed in Appendix M of Employer/Community Resources. That same appendix provides a simulated walk-through of the employer instructor/employer relations specialist interview during which the LSAF data were gathered. Appendix G of Curriculum & Instruction displays a list of learning objectives that could be drawn from that LSAF. The objectives are divided according to the LSAF pages from which they were derived.

11 Agree on project titles, Life Skills areas and rationale statements

The project title, Life Skills focus and rationale statements are important first steps taken by student and learning manager in warming up to what they plan to do with a particular project. In arriving at them, student and learning manager will be synthesizing

1. assessment data, particularly concerning Basic Skills abilities
2. personal conversations they have had about the student's interests and goals, especially the learning style self-assessment interview
3. the student's past and present Career Development experiences and plans

This information should be summarized on the first page of the project form. In addition, the project starting date should be noted in the LM's records, posted on the student status board and entered in the program's Master Records.

PROJECT TITLE AND LIFE SKILLS FOCUS

Each project must be focused on a particular Life Skills area. The title should generally define the topic of study within the Life Skills area. Negotiation usually begins with the student having a rather specific interest but being less clear as to what Life Skills area it should be matched to, particularly if the topic seems to fall into an area where the student has already completed the two required projects. Some creativity by the learning manager may be needed to "fit" a topic to a Life Skills area, but care should be taken not to do this arbitrarily--the Life Skills area will influence significantly the nature of the learning activities the student will be performing.

Also, titles should be descriptive of what the student will actually be doing. Keep in mind that many people unfamiliar with the program will be looking at project titles as they appear in the student's credentialing records. Accurate titles can help college registrars and potential employers gain a better sense of exactly what the student learned while in EBCE.

RATIONALE STATEMENTS

The project form has places for both the student and the learning manager to state why the particular project is being designed. These in effect are a way to "identify the problem or issue" which is the first step taken in the critical thinking process.

Learning Manager Rationale

The learning manager rationale statement is already written for predesigned projects and is amended if major changes are negotiated in activities or criteria. Here the learning manager states why the project is reasonable for a particular student and notes any specific comments that need be made regarding the incorporation of Basic Skills activities. Usually this entails only a sentence or two but it should take into account professional judgments regarding the student's growth, previous assessment information and any relevant conversation with the student regarding the particular project.

Student Rationale

The student rationale statement is not required for predesigned projects unless major changes have been negotiated with the learning manager. For individually negotiated projects, the student states in his or her own words why the project topic was chosen and how it relates to personal interests, needs and abilities. As with the learning manager's statement, this is usually quite brief and to the point. It should, however, result from serious discussion with the learning manager about strengths and weaknesses and how the project will help achieve specific learning goals and move toward broader career/life goals.

While both student and learning manager rationale statements may be quite simple on paper, they represent critical first steps in an ongoing interpersonal relationship that is in itself an important learning process. The negotiation that leads up to the statements should include talking about the student's past performance and seriously considering what the student expects out of these learning experiences.

CROSS-REFERENCE

The gathering of assessment data for use in projects is explained in "Learning Plan Negotiation," pages 54-65.

12 Negotiate project activities, resources and products/criteria (including Basic Skills and, as possible, employer/community site activities)

Projects usually have from three to five activities, each written on a separate page in the project form. In parallel columns on the same page as the activity, the student and learning manager decide resources needed to complete the activity and agree on products and criteria that will be used to evaluate the student's performance. These elements are the heart of the project. They should describe the various ways the student's learning is tailored to match specific interests and needs and should relate directly to the rationale statements given on the first page of the project. (See the preceding Item.)

Together, activities, resources and products/criteria should combine learning in all three curriculum components and comprise a coherent and personally relevant set of experiences for each student. In the case of predesigned projects, these elements are already written on the project form for each Life Skills area. The student and learning manager may, however, choose to renegotiate any or all of these to better match the student's unique situation. If this happens, the learning manager should make sure that the new activities or criteria continue to generally address the Life Skills objectives for which the project was predesigned in the first place.

ACTIVITIES

Activities are the specific tasks the student will perform in the course of the project. In the case of projects designed around employer sites, activities will also reflect work tasks performed there and relate directly to the student's learning of Career Development skills. In other projects, activities might result from conversation with the student concerning a particular interest, skill or hobby. Whenever possible, the student should take the lead in writing project activities that are personally meaningful and challenging. All activities should

1. incorporate as many learning objectives from a given Life Skills area as may be built reasonably into an integrated set of experiences (see Appendix A for guidelines and objectives for each Life Skills area)

2. involve the student in practicing Basic Skills

3. be performed as much as possible at employer/community sites
4. include both "hands-on" and analytic (observing, describing, generalizing) activities
5. follow logically on one another
6. assist the student generally in "learning how to learn"
7. be written so that evaluation can be made by observing performance or inspecting the results (products) of performance

Try, when writing activities, to be specific. Break down more general tasks into subtasks. This helps the student handle each one more effectively. It also permits the resources and criteria columns to be broken down along the same lines, thereby providing for more explicit listings of resources and clearly stated evaluation criteria.

Employer Site Activities

Employer site activities are those written to be performed at a career exploration or learning level site. On occasion, skill building levels may have projects written for them (see Item 16).

All learning levels must have projects written to parallel the student's site experiences. For these, activities should be based on learning objectives derived from Learning Site Analysis Form information (see Item 10). Learning level projects are often done completely at the site and will be closely related to the job skills the student is learning. Remember, however, the object of the project is not to gain job skills. Skill building levels provide for that purpose. Rather, the project is a way of making use of job skills learning and the site in general (people, materials, equipment) to achieve comprehensive learning goals in all three curriculum components. The project does not have to strictly follow the job; nor need it be confined to a single site.

Thus a student spending six weeks learning about security patrols might have a project in functional citizenship that incorporates his or her learning of the many responsibilities and legal restrictions of that particular occupation. On the other hand, another student using the same site for a learning level might choose to incorporate only part of his or her experiences in, for example, a creative development project activity on employer advertising techniques. In the latter case the student might be using several employer sites (exploration and/or learning level types) to gain a perspective of how advertising is dealt with from several points of view. In the case of the security patrol site, for instance, the student could work with his or her employer instructor in using advertising techniques as a public service for informing people about residential burglary problems and offering suggestions for making homes more secure.

Try, when negotiating projects, to help the student capitalize on the infinite variety of possibilities projects offer. Some students may prefer to limit their projects to single sites. Others will find their interests are best pursued across many sites. What is important is that students come to see and experience how Basic Skills and Life Skills are processes that occur everywhere; we all have need of them in varying ways. Similarly, while Career Development relates to job skills learning, it also has many points of contact with Life Skills and Basic Skills.

Basic Skills Activities

Practice in Basic Skills is implicit in all learning. Unless a student has a strong need for or interest in concentrating on explicit Basic Skills activities learning in this component is usually attached to activities directed more specifically to Life Skills or Career Development goals. For instance, it is not necessary to write an activity stating that "Jack will complete six trigonometry problems" for a science project at a surveyor's site. Instead, an activity might read, "Jack will ascertain the distance and elevations of three far-away objects by using a transit and performing the necessary mathematics."

Similarly, a student's Career Development activities for a learning level at an automotive shop might include Basic Skills practice in mathematics for invoices and pricing, communication for customer service and writing ads and reading for understanding automotive principles, shop manuals and so forth. At the same time, the student might be working on a Life Skills science project and be pursuing the math needed for studying the ecological implications of automobiles, exercising communications skills needed to interview people on sensitive environmental issues and developing reading and analysis skills necessary for understanding complex and conflicting literature on the subject. Thus the student approaches the Basic Skills from a specific job in which he or she is interested (Career Development) and from a more general Life Skills point of view. In both cases the Basic Skills are learned and improved through application in realistic situations.

Most often, Basic Skills learning is provided for by the type of product and evaluation criteria negotiated for each activity--see below, "Basic Skills Criteria," page 249. See also Item 13 for special projects that can be written to directly address Basic Skills for intensive advanced or remedial purposes.

RESOURCES

For each activity, or subtask within an activity, student and learning manager agree on those materials, people and places necessary for completing the activity. These are listed in the resources column of the project form.

For predesigned projects, resources are sketched in already. The student is also free to identify others that may be more appropriate to his or her needs. Resources are obtained at the learning center, through learning center reference files or in the course of the student's own investigation of various locations in the community. Learning managers may keep their own files of resources they notice are used recurrently by various students. This will happen particularly with predesigned projects in which students will be examining similar areas.

People Are the Most Important Resource

People will often be the most valuable resource for student projects. Meeting new people at various employer and community sites in their city can be among the most positive and fulfilling experiences students have while in EBCE. Encourage students to take the initiative in identifying resources and to go to libraries, museums, employer sites--wherever they think they might find someone or something to help them. The learning center should have files of people who have worked with students in the past or have indicated an interest in doing so. Similarly, files and contacts made by employer relations specialists and other staff will help give students further clues as to where they might look. For site-related projects, employer instructors will give students leads or lend them materials.

Also remind students of the "chain reaction" effect--how one person can give them leads to other people who in turn will know of more people or places. For a project in which resources are particularly hard to find, you might write an activity into the project that involves the student focusing on the search for resources and plotting the trail he or she followed in obtaining needed materials or information.

Students should also look to one another for help in tracking down resources. Learning managers can suggest names of other students who have had similar resource needs or students themselves can ask around the learning center. Sometimes students will team up for group projects and cooperate in locating and using resources and creating products. Similarly, students can tutor one another in specific skills--such as playing a guitar, performing surveying tasks, writing a science fiction story, learning percentages and so forth. In such cases, both students could gain project credit.

See Item 16 for discussion of the major kinds of resources students use for projects.

Learning Managers May Need Resources

Learning managers themselves often need to look at specific resource materials, usually literature of some kind, to "prep" for negotiation of particular project topics. It is useful to ask the student to find a suitable book and bring it to you for this purpose. A skilled learning manager can, by scanning a few references, reading introductory materials and on occasion by contacting a resource person, prepare for negotiating the details of any Life Skills project in a reasonably short time.

The Life Skills emphasize processes; activities should be written so that the learning manager does not have to be a subject matter expert in every field. The whole intention of projects is that students take the lead in planning their own learning and staff serve supportive roles. Thus an activity to be done at an employer site might require the student to "demonstrate familiarity" with optometry equipment and principles "to the satisfaction of the employer instructor." In such a case the learning manager need not be a specialist in that area; resources can be located by the student in cooperation with the employer instructor and activities can be evaluated by the EI.

PRODUCTS AND CRITERIA

The products/criteria column of the project specifies those agreed-on results of project activities that will demonstrate the student's use of resources to achieve specific levels of performance in each activity. Try to avoid having every product be something written. Instead encourage students to be imaginative and explore new forms of self-expression. Project products can be as diverse as skits, tapes, films, slides, collages. At the same time, some written products should be built into each project to insure continued exercise in writing/composition skills. In predesigned projects, students usually select from suggested products and learning managers negotiate specific performance levels to be demonstrated in their completion.

Performance Levels

The most important thing about products/criteria is that they should specify performance levels appropriate to the student's individual abilities and interests/goals. Abilities are determined from assessment data and observations of past performance in all three curriculum areas. Interests and goals are identified by the student in conversations with staff. It is the learning manager's responsibility to negotiate levels of performance that

1. encourage the student to increase present abilities
2. are reasonable in the light of the student's career and life goals

Performance levels are frequently implied in the wording of the project activity itself. This happens most often with activities to be done at employer sites "to the satisfaction of the employer instructor." For learning activities that are also job-specific skills, the employer instructor is in the best position to both set the criteria and actually evaluate the student's actions.

Basic Skills Criteria

Individually negotiated criteria are also applied to the student's use of Basic Skills in each activity. For example, a student whose assessment data and/or past performance shows a weakness in mathematics and strengths in communications skills might be asked to produce a well-written and organized explanation of mathematic processes used at a site or in a particular subject area. This explanation might require high proficiency in writing and composition and also require the student to confront and make some progress in handling the mathematic skills that need improvement. Evaluation of such a product would apply higher performance standards to the written aspect than it would to the math; in both areas, however, the student would be expected to "show progress."

Life Skills Criteria

Similarly, refinement of Life Skills is generally built into activities and specified in the products/criteria. Again, care should be taken to negotiate products and criteria appropriate to the individual's abilities and interests. The student's first project in each area gives a good indication of what skills the student has and how well they can be applied. Try to build on those proficiencies when negotiating products/criteria for the second project in each area. Thus a student who initially exhibits little interest or skill in a Life Skills area might be expected only to master individual tasks and apply them in various situations; the second project would then require the student to build on those tasks, bringing them together in more complex applications.

Challenge Students

Challenge students constantly to stretch themselves in every learning situation but don't ask them to achieve skills they will never use again. First make sure the student can comprehend generally what each Life Skill is all about and has a feel for how it can impact his or her life. After that the degree to which a student acquires advanced proficiencies in an area must be decided ultimately by the student. By "learning how to learn," students are better able to decide, at any point in their lives what skills they need and what courses of action they can take to acquire them.

CROSS-REFERENCES

To better understand how onsite project activities work, you may wish to review "Career Explorations," pages 105-186, and "Learning & Skill Building Levels," pages 277-327.

13

Provide for special Basic Skills projects as necessary

Basic Skills projects are written for two purposes:

1. for those students with special interests and aptitudes who wish to pursue intensive study in a Basic Skills area
2. for those students whose assessment or performance shows serious deficiencies in fundamental Basic Skills--that is, those skills needed before problems can be solved or concepts learned

ADVANCED STUDY

Most often, advanced Basic Skills work takes the form of either attendance at local high school or college classes or learning level participation at an employer site offering tasks and experiences that will exercise the student's advanced skills. In the latter case, the student may establish a semitutorial arrangement with an employer instructor with the necessary expertise and extra time available to work with the student. Tutors at the learning center can also help students in advanced skill areas--see Item 16. Tutors can be costly and should not be relied on as a major resource unless your program has many volunteer tutors available.

When advanced study is to be substituted for project credit, arrangements are negotiated and recorded in the standard project format with a clear rationale statement of the individual's need for such substitutions. Try, whenever possible, to integrate advanced work with projects rather than substituting for them. A student working with advanced algebra at an electronics site, for instance, could have that work built in as several activities of a science project. This would enable the student to practice algebraic skills while also addressing other science issues that could be written into the project.

When to Substitute

The key factor is how much time the student's advanced study takes out of the program day. In the case of a girl taking a class in calculus, for example, it would not be as reasonable to substitute that for a science project because the class would already be taking quite a bit of her time and would be addressing few if any of the objectives considered essential to science as a Life Skills project area.

We prefer to make substitution arrangements and rationale statements frankly in terms of where the student is without labored attempts to represent additional Basic Skills work as Life Skills work. It may be for a particular student that it is more valuable (both in terms of immediate learning goals and broader career/life goals) to pursue an advanced skills course in lieu of work in one Life Skills area. Such judgments must be made individually for each student and depend on the student and learning manager being honest and accurate in their appraisal of the student's needs and goals. This logic applies equally to substitutions for remedial study as it does to advanced work.

REMEDIAL STUDY

As with advanced study, remedial work should as much as possible be combined with Life Skills project and employer site activities. In more serious cases, where students have major weaknesses in one or more skill areas, intensive study can be substituted for a project. Remedial study may be through classes, with tutors or with programmed learning materials. Classes and tutors are discussed in Item 16. Basic Skills programmed materials receive attention below. Your local school district or community college may also offer services your students can use for special Basic Skills diagnosis and treatment. These may range from consultation with a reading or math specialist to complete workshop centers.

What is important to note here is that we use whatever works for the individual student. Some may be comfortable working alone with programmed materials. Others may require tutorial and/or employer instructor support in addition to or instead of use of programmed materials. Others may be helped through referral to special classes or consultants. Similarly, assessment and evaluation techniques are adjusted to match individual circumstances. The programmed materials, for instance, provide a complete spectrum of pre- and post-tests and a method for developing a profile on the student's abilities in terms of the programmed units. This permits great flexibility with respect to where a student begins and ends working with the materials and how he or she uses them.

Which Students Need Remedial Work?

Remedial work focuses on those students whose Basic Skills abilities are not sufficient to enable them to perform the learning and living tasks they normally encounter. The program tries to avoid group norms as a way of determining exactly when a student's needs are serious enough to warrant remedial study. Instead staff try to rely on common indicators from daily life--can the student read well enough to interpret maps, newspapers, instructional manuals, is the student able to do the math necessary to budget a family income, compute taxes and so forth? Diagnostic testing will reveal some of these abilities. You should also look at the student's actual performance of tasks--can he or she read directions and complete the Exploration Packages? How is the student doing with the competencies? What do employer instructors report about the student's onsite performance of activities?

Staff try to determine remedial needs within the opening weeks of the school year. This way a special Basic Skills program can be implemented soon enough as to avoid too much disruption of the student's normal learning activities. Unless the student is totally illiterate, for instance, projects and employer site activities can be performed at the same time as remedial study is underway.

PROGRAMMED MATERIALS

For both advanced and remedial Basic Skills work, programmed learning materials and kits can be invaluable resources. These materials are highly flexible and are broken into small units that may be used with tutors and employer instructor support or by the student alone. Following is a suggested sequence of steps for implementing use of self-learning materials:

1. A preliminary Basic Skills profile is drawn up and the student agrees with the learning manager that programmed materials will be used for project credit.

2. The student, learning manager and learning resource specialist negotiate which units should be worked on to match the student's Basic Skills needs.

3. The student takes whatever pretests his or her profile indicates are necessary to further define the area of need.

4. The student proceeds with the materials either at the learning center or at community sites, depending on arrangements agreed on with the learning manager.

5. The student takes posttests or performs related activities at employer sites in specific study areas until the desired performance level is demonstrated.

6. Project credit is granted for completion of the units negotiated.

BASIC SKILLS SELF-ASSESSMENT EXERCISES

Another way to address both diagnosis and practice of Basic Skills is through use of self-assessment exercises students can perform at employer sites. (Samples of exercises used by the Tigard EBCE program appear in Appendix D.) The exercises require the students to select representative site tasks relating to reading, communications and mathematics and to complete these tasks to the satisfaction of the employer instructor.

Use of these exercises enables students to (a) obtain a realistic idea of the Basic Skills requirements of several jobs of interest to them, (b) discover whether they can perform at the levels required by specific jobs and (c) identify those skills they need to improve for specific career/life goals.

The exercises also help students focus in more on why they like or dislike a certain occupation and give them a more reasonable basis for deciding whether to attempt more challenging careers.

The exercises may be suggested to students as a way of better identifying specific areas of strength or weakness. They can be written as specific project activities or substituted for the interview portion of the Exploration Package.

IN SUMMARY

Basic Skills study--whether for fundamental skills improvement or for advancement/enrichment purposes--should occur as much as possible in realistic situations. Encourage students to be applying constantly what they are learning to specific projects and sites and provide for evaluation by performance as well as by testing. A student working with programmed materials can bring a unit (for example, percentages) he is studying with him to his learning level site and work with his employer instructor both to master the unit's concepts and to apply them directly to a relevant job task (for example, discount pricing). In this case he would not have to take the unit's posttest but instead can receive his employer instructor's certification that he has achieved the necessary proficiency and shown it by applying the skill successfully to a real task. In the same way a student attending a local community college class in advanced algebra might be testing her comprehension regularly and applying what she has learned to her learning level experiences with an engineering firm.

CROSS-REFERENCES

See Item 16 of this section for more discussion of resources students use for projects.

See "Curriculum Outcomes," pages 24-30, for an overview of the Basic Skills curriculum component and references to the major programmed materials used by the Tigard EBCE program.

Basic Skills self-assessment exercises (displayed in Appendix D) are also mentioned in relation to the Exploration Package in "Career Explorations," page 155.

14

Set target dates for completing project activities

Student and learning manager should agree on starting and estimated completion dates for the entire project as well as for individual activities within the project. In setting these dates the student assumes responsibility for managing his or her own time. If target dates slip, further negotiation must take place to set new dates. Should the student continue to miss targets, accountability consequences may be called for. For example, the learning manager might ask the student to stay at the learning center an extra hour each day until certain activities have been completed; should the student still fail to complete activities as negotiated then more serious action will be taken as outlined in the Student Accountability System (see Item 3, pages 208-209).

In monitoring student task completion, the learning manager fulfills an important supportive function with respect to the student's general personal growth. It is important that the learning manager keep accurate records of target dates for all students and not let students continue missing dates over long periods of time. We expect dates will slip sometimes because project activities often take longer than either the student or learning manager might reasonably expect. Moreover, this kind of individualized learning is usually new to students. They will tend, particularly during their first few projects, to miscalculate how and where to place their energies.

In some cases a student might renegotiate specific activities and thereby cause dates to be renegotiated as well. In others, the personal freedom coming from frequent movement to and from the learning center and contact with a variety of new environments may lead a student to neglect specific obligations in favor of the "sheer experience of it all." The learning manager must be able to judge individual variations in learning style and rate--what's "stalling" for one person might be honest caution or reconsideration of alternatives for another--and respond both personally and profesionally to each situation as it arises.

Be careful to keep accurate records of student target dates. Plan conferences with students to check on their progress and have these conferences coincide with the interim dates planned for individual activities. Time management and accountability are important concepts students will be "learning by doing" as they work on their projects. Learning managers should be conscientious in helping students meet their deadlines and should give advice to those having difficulty. Special workshops on task planning may be necessary for some students.

15 For site-related projects, gain employer instructor's approval of proposed activities

This step applies largely to learning level projects. Since these projects are built from learning objectives which the employer instructor has already verified (see Item 10), this step may appear to be a formality. It is important, however, to make sure that changes in wording or intent that might have occurred during negotiation of the actual project continue to match what the EI thinks is reasonable for the student to perform at the site.

The student normally will be already going to the site for other learning level activities and will simply bring a copy of the project to the EI when the learning manager has finished writing it up. Any questions or objections the EI might have can be written on the project or discussed with the employer relations specialist. If need be, the learning manager can call the EI and talk about the project. It is usually the case that, between the student and the ERS, the employer instructor's questions can be answered. If changes are to be made, the student and learning manager must agree on them.

WHAT THE EI SHOULD LOOK FOR

The employer instructor should first check that activities do not conflict with company policies, safety regulations, union rules and so forth. Then the skill levels required of the tasks should be compared against the student's abilities. Do the tasks require training or experience the student doesn't have? Do the activities expect too much learning too fast? Should the learning of other skills be handled first? Another important question is whether or not the project will take too much of the EI's time. Also, might the student be interfering with work production? Finally, the employer instructor should look at the criteria for evaluation for those activities the EI will be judging. Are they reasonable? Does the EI feel comfortable with making those judgments?

16

Support student use of special placements, tutors and other types of resources

EBCE emphasizes the processes necessary to understand and work effectively with the various Life Skills. Accordingly, the program does not automatically provide all students with the degree of involvement they might desire in any given area. Instead, students should be made aware of the major kinds of resources they might use for intensive pursuit of a particular skill area. These options can be used for improving deficiencies or gaining advanced skills in virtually any area of student interest. They should serve as primary resources all students consider when planning their project activities. The major resource options include the following:

1. work with tutors and/or any employer instructors with the necessary time and expertise
2. special placement activities at a site in the local community for short-term intensive study in a given interest area
3. use of print and nonprint instructional resources (often programmed materials from the learning center)
4. attendance at local college or high school classes
5. skill building level attendance at some employer sites for acquisition of entry-level skills in a given job

TUTORS AND EMPLOYER INSTRUCTORS

Tutors

Tutors are most often used for Basic Skills remediation or development. They may be either paid or volunteer and are often college students or retired citizens with expertise in given areas. One year, the Tigard EBCE program was fortunate enough to have a single tutor competent in all math areas (both remedial and advanced) as well as in certain electronics skills. Students were able to work with him in the Life Skills area of science as well as for various Basic Skills needs.

Tutors may use programmed materials available at the center or other texts and materials of their own choice. They work closely with the learning manager to insure the student is gaining the skills appropriate to his or her needs and may use their own assessment/evaluation techniques as need be.

Tutors may be used for however long a student needs to achieve desired proficiencies. Thus a student might contact a tutor for a week of intensive study in grammar or for three months of carefully planned review of fundamental mathematics. Tutors are also helpful in students' preparation for competency certification (for example, learning how to balance a check book or compute taxes).

The basic sequence of steps taken to incorporate use of tutors into a student's project work is as follows:

1. The student and learning manager agree on need and negotiate a project activity (or entire project, if the scope of learning warrants) to include work with tutor.
2. The learning manager writes "need statement" specifying areas in which student requires tutorial assistance.
3. The student and learning resource specialist arrange for a tutor.
4. Student records are shared as necessary with the tutor.
5. The student and tutor meet to develop specific objectives and schedules.
6. The learning manager and LRS monitor tutor/student progress.
7. The tutor verifies student completion of learning activities and the learning manager certifies appropriate project activities as accomplished.

Employer Instructors

On occasion, an employer instructor may serve in a tutorial capacity--usually at the employer site. Some EIs volunteer for this work; others are asked by a student for help on a short-term basis with a particular area. We do not formally solicit EIs as tutors because their role in the career exploration and learning level processes already asks a lot in terms of time and energy. At the same time, we do not refuse their help when it is offered. Often it happens that a student working with programmed materials may bring a particular work unit to the learning level site and the EI will help the student master the unit and practice the newly acquired knowledge in site-related activities. Thus a lot of EI support happens informally in the course of the student's normal site activities.

SPECIAL PLACEMENTS

Special placements were explained earlier in this section (see Item 4). At this point, keep in mind that it is important for staff to be aware of where and when students intend to use special placements. Such uses should be specified in the project form and have dates and purposes clearly stated. This helps keep students accountable and protects both students and the program by guaranteeing the learning manager knows what the student is doing. Steps taken to implement special placements are basically straightforward:

1. The student and learning manager agree on need for special placement as part of project activities and negotiate specific tasks to be performed.

2. The student either contacts site directly or asks employer relations specialist for assistance in making arrangements to go to site.

3. The student arrives at site and performs the agreed activities, receiving certification from employer instructor or appropriate site personnel as necessary.

4. The student concludes special placement and notifies learning manager for verification of project activity completion.

INSTRUCTIONAL RESOURCES

Students should learn to use the many kinds of programmed learning materials currently available in most school districts. Your staff may choose some particularly useful sets for purchase by the program. Others may be borrowed from school or district libraries. It can happen that a student's entire project consists of working through a self-learning kit on ecology or basic electronics. This is consistent with the "learning how to learn" emphasis in EBCE. At the same time, however, we suggest you build some additional elements into the project to enable the student to better test the relevancy of what is being learned. For instance, once the programmed materials are assimilated, the student might be asked to demonstrate his or her new knowledge by performing several tasks at a special placement site. Thus a person at a forest management site could verify a student's understanding of basic ecology principles. Similarly, a student's employer instructor for a career exploration or learning level at an electronics site could verify and give the student feedback on learning in that field.

See also Item 13 in this section (page 251) for use of Basic Skills instructional resources.

ATTENDANCE AT CLASSES

Students are free to negotiate any type of class they choose. It is usually their responsibility to ascertain where classes are being offered in their interest area, negotiate with the learning manager appropriate project activities and credit arrangements and sign up for the class. While we encourage students to finish any courses they take, we do not require that they receive grade credit. When they audit a class, they should demonstrate what they have learned in some other fashion--usually through performance on an employer site. For example, a student taking a course in advanced writing may prove his or her newly acquired skills at a learning level site where writing tasks can be performed as part of a job skill or for a project activity. If a student does not complete a course the same path is followed in establishing project credit--the level of skills acquired must be demonstrated through some application of those skills to the satisfaction of an employer instructor, tutor, learning manager or other person qualified to judge.

Keep in mind when negotiating classes into a project that the course work should not interfere with the student's overall learning plan--either by interrupting other scheduled activities or by taking the place of activities needed to meet program requirements or the student's career/life goals. As with instructional resources, classes can substitute for an entire project. They should, however, be integrated somehow with experiences in the community--either by having an employer instructor verify learning or by using them as a basis for subsequent employer site projects.

To help students locate classes the learning center should have on file catalogs of course offerings from local colleges and other high schools. In summary, the following steps should be taken to implement the use of classes in student projects:

1. The student and learning manager agree that classes in specific areas of need or interest are appropriate.

2. The student and learning manager agree on a project or project activity to correspond with the class work.

3. The student contacts the school, takes the class and receives a grade (if necessary).

4. The student shows learning manager whatever proof agreed on as necessary to verify that the student achieved the negotiated learning goals (class grades or equivalent performance at a specified level at an employer site).

SKILL BUILDING LEVELS

Skill building levels are a special Career Development option students can use to gain the skills needed for employment in a given occupation. They are open to students only after other program work is completed. This type of site use is geared to give job skill learning additional to normal program work. Projects therefore need not be written for skill building levels.

At the same time, training in job skills will involve practice in Basic Skills and relate in some fashion to a Life Skills area. Learning managers usually try to write a project so that the student can continue looking at all experiences in terms of different kinds of learning opportunities and to make sure the student gets credit for the actual learning in Basic Skills and Life Skills that will take place.

A skill building level at an automotive training school, for example, will entail mathematics and reading skills and also involve scientific principles. A project could be written to help the student become more aware of the Basic Skills required for the job he or she is learning. The same project could help the student more clearly see the physics and chemistry related to automobiles.

COMBINING DIFFERENT RESOURCES

Students are free to combine these options in ways that best suit their individual goals. A girl interested in American Indians might, for example, take a class offered at a local community college in Indian culture, research several libraries and select a nearby Indian rights organization for a special placement study of contemporary Indian problems. In such a case the student could negotiate several projects to integrate her study of Indians from various points of view. A creative development project could examine Indian problems of social and political transition as reflected in Indian art. And a second project in functional citizenship could help the student apply her newly-gained knowledge by developing and acting on recommendations for legislative action, testing these against the opinions and experience of personnel from her special placement site.

CROSS-REFERENCES

The "Learning Resources" section of this handbook gives an overview of all EBCE resource uses. See particularly page 508 for more discussion of tutors and page 494 for use of employer instructors and sites in general.

For skill building levels, see "Learning & Skill Building Levels," pages 277-327.

17

Monitor student progress and initiate accountability consequences as necessary

MONITORING STUDENT PROGRESS

The learning manager is responsible for monitoring student project progress. This can be done in several ways:

1. conferences scheduled around target dates for individual activities
2. informal conversations as needs arise
3. receiving and acting on reports from other people involved with particular student project activities

Learning Manager/Student Interaction

Student/learning manager conferences continue throughout the year. In these conferences the learning manager discusses the student's progress and his or her evaluation of project activities as they are completed. The employer instructor's evaluation of site-related project activities is also discussed at these meetings. Through regular conferences of this kind, the LM and student are able to make sure that the student's project and site activities continue to yield meaningful learning experiences appropriate to each student. Through regular interaction with the student, the LM is also better able to judge whether or not the student is making adequate progress in each Life Skills area.

Be alert to the nuances of each student's learning style and rate. When planning activities, look for those which might cause the student trouble and make notes on your calendar to help you pay particular attention to how the student is doing with them. Be sure to see the student when individual activities are planned to be done. This can be a casual, in-passing kind of contact because you will be meeting formally at the end of the whole project to evaluate and discuss all the activities. It is very useful, however, to let students know you are aware of their interim target dates and are willing to help if they are having trouble meeting them.

Learning managers should also respond quickly when reports from other people indicate a student is having difficulty. Don't forget also the positive side of the student's work. If you see or hear from other people that a student is having successes, be sure to reinforce that behavior by commenting on it to the student.

Reports From Other People

Other people--employer instructors, staff, community resource people, parents, other students--will frequently serve as resources and/or evaluators of project activities. Be aware of these people and, when necessary, contact them to check student progress. Normally, staff and employer instructors are encouraged to contact the learning manager, but the process may be reversed if the LM thinks it useful.

For onsite activities, the EBCE employer relations specialist will be making regular maintenance contacts with employer instructors. (See "Cross-References" below.) Most EI observations of project progress are passed on to the learning manager through a Maintenance Visit Record form which the ERS fills out each time a contact is made. In addition, regular staff meetings give further opportunities for learning managers to find out how other people perceive student performance and behavior--see Item 6, (page 217).

ACCOUNTABILITY

See Item 3 (page 208) for discussion of student rights and responsibilities. The most common accountability issue will be adhering to target dates--see Item 14, page 256.

CROSS-REFERENCES

Accountability standards, procedures and consequences are explained more fully in "Learning Plan Negotiation," pages 77-91.

For more discussion of onsite maintenance contacts by the employer relations specialist, see "Career Explorations," page 157, and "Learning & Skill Building Levels," page 323.

The Maintenance Visit Record form is displayed and explained in "Site Utilization," Employer/Community Resources, page 127.

18

Evaluate project activities and products, verifying employer certification of site activities instructor

To bring each student's learning experiences full circle it is important that evaluation and feedback be built into every project. This should occur both on a continuing basis through the student's work on each activity and in terms of formalized statements entered onto the project form for recordkeeping and credentialing purposes.

There are spaces for writing evaluations of each activity directly onto the project format. In addition, the learning manager's evaluations of the project as a whole and of each activity in the project are entered on a Project Evaluation form (see the following pages). Copies of this are given to the student and filed in the program's records.

INDIVIDUAL ACTIVITIES

All project forms have specific spaces for evaluation of individual activities and of the project as a whole. Each activity should be judged separately by the person most qualified to do so. An employer instructor can thus write an evaluation of those activities designed for his or her site. For another activity, a tutor or community resource person may certify completion and judge student performance. Others are evaluated by the learning manager.

In the case of products/criteria to be evaluated by people other than the learning manager, it often happens that the person simply initials the activity as completed satisfactorily. We do not expect everyone to be able to write out analytical evaluation statements. Each activity and corresponding products/criteria statement should be worded clearly enough that evaluation is virtually built into the student's actual performance.

In the case of many employer site-specific activities, the criteria will be stated explicitly "to the employer instructor's satisfaction" because the student will be doing a task or set of tasks that are part of the employer instructor's normal job activities. The employer instructor and student also have considerable informal conversation in the course of their experiences together so that the student's own sense of how well he or she is doing will be increased. As in the case of project rationale statements, the formal evaluation is representative of a continuous process in which adults--more precisely, people with acknowledged expertise in given areas--interact with individual students and give them personalized feedback about how they see each student's performance.

PROJECT EVALUATION

Student Kelly Robbins

Project Title Basic Youth Conflicts

Life Skill Area Personal-Social Development

Site Drop-in Clinic Employer Instructor Sharon Jones

Completion Date 6-6-74 Renegotiated Date OK

PROJECT EVALUATION

This is only your second project, Kelly, and you need to slow down and do a more thorough and indepth job on your writing. You show good insight into yourself and a good understanding of what you have read. But you could work more at drawing conclusions and relationships between your thinking about yourself and your reading and experiences at the clinic.

I liked your report on Sharon's work with young alcoholics - I get the feeling from what you said that maybe you know someone personally with such a problem?

You show no real problems with the project technique and obviously were comfortable at your site. I liked it! Let's see more!

RECOMMENDATIONS

Work in writing/sentence structure and improve personal standards of excellence in the quality of your products.

Lorna Huntley
(learning manager)

INDIVIDUAL ACTIVITY EVALUATION

ACTIVITY NUMBER	EVALUATION
1	Good grasp of own behavior. You objectify well but I'm not sure about some of your strategies for changing. Organization here was good.
2	Sensitive observations of clinic workers and clients. Weak written presentation— you need work on expressing your feelings.
3	Comprehensive literature report! Did you read all four books all the way through? I'm impressed! Your vocabulary is good.
4	Your comparison of 2 counseling methods lacked sufficient reference to clinic observations/experiences— perhaps you could have talked more with your EI about this?

THE PROJECT AS A WHOLE

The evaluation of the project as a whole is done by the learning manager. This person is in the best position to judge how well the student met criteria in all three curriculum areas according to that student's individual abilities. This also enables the learning manager to verify, as an official representative of the program, evaluations made by other people. It may occasionally happen that an employer instructor will write part of the total project evaluation--if all activities have been done at his or her site--and the learning manager simply adds to it, verifying and expanding on what has been said.

Always evaluate the student against his or her unique characteristics and goals, not against group norms. The project encourages the student to improve in all his or her skills in an integrated fashion by setting standards that match variations in proficiencies and personal aspirations. This also permits the play off of strengths in one area against weaknesses in another. Thus a student with poor communications skills but good in math and science abilities would be expected to perform advanced science skills while demonstrating these skills, perhaps, in a written product that need exhibit only control over sentence structure, grammar and spelling. Hopefully a student's enthusiasm for science will carry over into an increased desire to "say it right" when sitting down to express it in words. Subsequent projects could then build on the student's communications skills by gradually requiring more sophisticated written products that again pertain in a relevant and personal way to the student's interests.

All evaluations are shared with the student and should not come as any surprise since they are based on specific criteria negotiated with the student and clearly stated on the project form. In the case of activities performed unsatisfactorily, the student simply repeats them until the criteria have been met.

In the course of interacting with students throughout their project work each learning manager will be gaining more and more information about how student characteristics impact work with all program learning strategies. Thus, in its most real form, evaluation is an ongoing process punctuated by specific conferences for evaluating project activities but going far beyond "point in time" judgments to create a growing atmosphere of sharing and learning between student and learning manager.

EVALUATION AND NEGOTIATION

Project evaluations form an important part of the continuous self-assessment and negotiation each student does while developing his or her learning plan. Project performance is a critical indicator of how well the student is succeeding in the total program. The student's entire learning plan may be adjusted as needed--projects waived, activities renegotiated to concentrate on an obvious weakness and so forth. A student, for instance, who obviously is working hard at all his or her project activities but who consistently is failing to complete them satisfactorily might have some project requirements waived or activities renegotiated to be less demanding so that the student can experience success commensurate with his or her efforts. The learning manager must be able to recognize when a student may have been "pushed too much" as part of the negotiation process and simply cannot meet the original standards he or she agreed to. Students have the right to succeed. They all have differing abilities and aspirations; program staff and other adults must respect individual differences while honestly challenging each person to test his or her own limits.

19

Participate in critical thinking wrap-ups

All students must complete ten projects each year, two in each Life Skills area. As one of their projects, all students also must complete the predesigned critical thinking project. Students are encouraged, however, to substitute for their second critical thinking project a series of critical thinking wrap-ups which are completed for each of the rest of the projects they do during the year. The program does this because of the emphasis it places on critical thinking as a process which must be applied to all learning. The wrap-ups (see sample, following page) give students critical thinking practice and, at the same time, serve a valuable integration function in the general development of the student's learning plan.

To "wrap-up" a project, the student steps back from recent experiences and looks at the project objectively as a learning process that can relate directly to his or her daily life as well as to other projects. Conversations with the learning manager about conclusions drawn by the student as part of this activity are another important part of the self-reflection process we encourage in students throughout their experiences with the program. The student and learning manager usually discuss this activity at the same time they are talking about the general project evaluation and thinking about the student's next learning goals.

For project credit, wrap-ups usually must be done for all nine projects. Therefore, try to have the student choose whether or not to use the wrap-ups as an option before too many projects have been completed. You can go back over old projects, doing a critical thinking wrap-up for each, but this tends to defeat the value of the activity. If mid-way in the year a student wishes to do wrap-ups instead of a second critical thinking project and has, for example, only 4 projects left to do, we usually negotiate a "mini-project" of one or two special activities to substitute for the wrap-ups not done for the earlier projects.

CROSS-REFERENCE

"Learning Plan Negotiation," pages 43-47, discusses integration as one part of the four-part learning plan cycle of assessment, prescription, evaluation and integration which is considered critical to EBCE learning.

CRITICAL THINKING WRAP-UP ACTIVITY

Student Kelly Robbins Project Basic Youth Conflicts

STUDENT: Read the following questions, using space provided and the back side of this sheet for brief notes and/or full answers. You may use more paper to write your complete answers or you can answer the questions orally with your learning manager.

1. List in order of personal importance some of the skills and/or knowledge (content) you gained from this project.

2. What steps did you go through (process) to learn this?

3. Identify the steps of the critical thinking process and give examples of the way you applied each step in completing this project.

4. How can you apply to your daily life the knowledge you gained on this project?

5. Analyze your participation in this project:

   a. Which activity challenged you to put forth your best effort? Did you accept the challenge?

   b. How could you have gained more out of this project?

   c. If you were to continue working in this area, where would you go from here?

NOTES: Lorna was right about my knowing a young alcoholic – my cousin. This project really turned my head around about myself and my life. I still want to go into science somehow but I'm thinking now about how I can maybe do more about social problems, too.

Lorna Huntley
LM Certification

6-8-74
Date

20 Discuss evaluations with students and record completion of projects

Completion of projects is recorded in the program's records on a cumulative Life Skills Project Record form kept for each student. Also filed in the program's records is the project evaluation form completed with learning manager comments detailed for each project (see Item 18).

Discussing project evaluation is an important integration activity and may occur at the same time critical thinking wrap-ups are discussed (see Item 19). During this time you should go over the project and talk about each activity. Give clear reasons for your evaluation responses. Make observations about skill areas you think the student needs to imporve. Talk about the student's experiences and help the student relate those experiences to future goals and possible learning needs. Interests may have changed, perceptions of abilities and goals may be revised and career plans altered because of what the student learned about his or her self during the course of completing the project.

21 Negotiate next projects

At the same time as they discuss the evaluation of a project, students usually talk about what their next project topic and Life Skills focus will be. Projects need not build directly on one another in terms of activities carried over or subject matter addressed, but they should reflect the student's increasing sophistication in the exercise of given skills.

In some cases you may wish to suggest that the student move directly into a second project in the same Life Skills area. For example, a student who had trouble getting started in science might be encouraged to plan a second science project soon after the first to capitalize on the momentum that has been built up. More often, however, student interests and the kinds of employer sites they choose for learning levels will influence the areas in which they choose to do projects.

LEARNING & SKILL
BUILDING ACTIVITIES

LEARNING & SKILL BUILDING LEVELS

LEARNING & SKILL BUILDING LEVELS

Learning levels and skill building levels enable students to follow through on their career explorations of community sites by returning for longer and more indepth learning experiences. Both types of site use involve the student extensively with the people, equipment and other resources available at workplaces in the community.

On learning levels students gain practice in job skills through skill development activities and achieve Life Skills and Basic Skills objectives through individualized projects negotiated for each site. On skill building levels the student commits to a training program in the entry-level skills needed for employment in a given occupation. Projects are optional for skill building levels.

EBCE PURPOSES FOR LEARNING LEVELS

While not specifically required, all students tend to have at least one learning level experience each program year. Generally learning levels serve as alternative courses of action students can choose after completing a career exploration of a site; more specifically, learning levels

1. provide an intensified experience base for student Life Skills and Basic Skills project activities and further reinforce student perceptions of the relationships between learning and working
2. develop general employability skills, including the ability to interact with adults and recognize social, economic and psychological factors influencing personal performance and job satisfaction
3. help students identify, and acquire, if they wish, some of the skills, knowledge and attitudes required for specific jobs
4. give students opportunities to commit themselves for longer periods of time to perceived interests and needs

EBCE PURPOSES FOR SKILL BUILDING LEVELS

While skill building levels may achieve all of the purposes listed under learning levels, their primary intent is to tap the capacity of some employer sites for giving students specific job skill training as preparation for entry-level employment in a given occupation. Only a small number of students may choose the skill building level--most often toward the end of the second year of their enrollment in EBCE.

THE PEOPLE INVOLVED

The employer relations specialist (ERS) has primary responsibility for helping students select and use learning and skill building level sites, serving as liaison between learning center staff and community site personnel.

The employer instructor (EI) is the individual at a community site who has agreed to work with the student on project and skill development activities. This person will usually have served as EI for the student during the student's career exploration of the site.

The learning manager is responsible for helping students integrate site-specific activities into their individualized learning plans, primarily through negotiating project activities to be done at the site. The learning manager also approves students wishing to use skill building levels.

RELATIONSHIP TO INDIVIDUAL LEARNING PLANS

Learning levels are related to each student's learning plan through project activities performed at the site which are based on the student's assessed learning needs and interests. In addition, job-related skill development activities are identified for the student to become acquainted with and/or practice. Students are also encouraged to reflect on their experiences and record their observations in their journals as a further means of assimilating and synthesizing their site activities.

Skill building levels bear the same basic relationship to individual learning plans as learning levels. The primary exception is that skill building levels are optional site uses concentrating on the acquisition of entry-level skills; they may or may not involve projects and can only be utilized after the student has completed the major portion of required program activities.

Planning and monitoring devices used in both levels are the Learning Site Analysis Form, the Student Performance Review and the Student Evaluation of Learning Site. Together these tools enable students, staff and employer instructors to negotiate learning activities in terms of specific site characteristics and to insure that both the student's and the employer instructor's points of view are represented in all planning, assessment and evaluation of learning level activities. (For skill building levels, the Learning Site Analysis Form is used only when project activities are planned in addition to the job training offered by the employer.)

EXPECTATIONS FOR STUDENTS

Before beginning either a learning or skill building level students must have completed a career exploration at that site. All learning levels must include projects negotiated with the student to integrate site experiences with Life Skills and Basic Skills objectives. Students need not have had a learning level at a site to use it for skill building level purposes.

Unlike explorations, learning levels are not specifically required of all students. In practice all students usually choose learning levels in order to meet their project requirements and the program's expectations for fifteen hours per week of onsite activities. Those hours may be achieved through whatever combination of site uses is appropriate to the individual student--that is, career explorations, learning levels, skill building levels or special placements.

Students are expected to adhere to accountability standards for site behavior, particularly concerning site regulations and time arrangements. All students must turn in Weekly Time Reports signed by their employer instructors to verify their site attendance.

PLEASE NOTE: EBCE does not allow for students to work at the sites they are using for program activities during program hours. Please refer to the (CE)$_2$ policy statements regarding work for pay and educational/financial productivity displayed on pages 287-288.

SUMMARY OF LEARNING LEVEL ROLES

STUDENT	*EMPLOYER RELATIONS SPECIALIST (ERS)*	*EMPLOYER INSTRUCTOR (EI)*	*LEARNING MANAGER (LM)*
Explore a site and decide to return there for a learning level			
Relay decision to ERS and schedule visit	Make necessary arrangements for establishing site as learning level	Meet with ERS to establish site as learning level	Discuss general possibilities for onsite project with student (Life Skill area, interests, possible topic)
Go to site for first day and begin skill building activities	With EI complete or update Learning Site Analysis Form (LSAF)	With ERS work through Learning Site Analysis Form (LSAF)	Write learning objectives from LSAF and give to ERS for return to EI for prioritizing
Continue skill building and begin negotiating project design with learning manager	Work with EI to prioritize learning objectives and return approved objectives to LM	Receive, ratify and prioritize learning objectives from LSAF Use prioritized objectives as possible to further direct skill building activities; support student site learning	Use prioritized objectives to negotiate onsite project activities
Take project to EI for approval and begin working on it while continuing other skill building activities		Approve or modify project	
Periodically complete Student Evaluation of Learning Site form	Continue supporting EI/student interaction	Periodically complete Student Performance Review form	Monitor and support student project work
Complete project and obtain verification from EI; complete last Student Evaluation of Learning Site form and discuss exit evaluation with EI; write thank you letter		Verify work on project and skill building activities Complete exit evaluation, including last Student Performance Review form, and discuss results with student and ERS	Review and evaluate completed project, including EI comments; record its completion and write recommendations for further learning

Steps to Follow

The steps listed below generally outline tasks staff must consider when planning and implementing learning levels and skill building levels. Lists of student and employer instructor tasks appear in the narrative for Item 8, pages 310-312.

PREPARING FOR EXTENDED USE OF COMMUNITY SITES		*page*
1	Agree on purposes and requirements for learning levels and skill building levels	*283*
2	Design tools and procedures to support student onsite activities	*289*
3	Designate staff to oversee learning and skill building levels	*296*
4	Agree on student rights and responsibilities	*298*
5	Identify learning and skill building sites and complete or update Learning Site Analysis Forms	*300*
6	Establish site placement and recordkeeping procedures	*302*
7	Arrange for necessary materials and transportation	*306*
8	Conduct orientations for students and employer instructors	*307*

WORKING WITH LEARNING AND SKILL BUILDING LEVELS		
9	Support student choices of learning or skill building level sites	*313*
10	Arrange with employer instructors for students to go to their sites and begin learning activities	*318*
11	Develop and verify learning objectives from Learning Site Analysis Forms for all learning level sites	*320*
12	Negotiate onsite project activities for all learning levels and for skill building levels as need be	*322*

page

13 Obtain employer instructor approval/modification of project design *322*

14 Support and monitor student onsite skill development and project activities *323*

15 Share student/site information with other staff and initiate accountability consequences as necessary *324*

16 Have students and employer instructors periodically complete and discuss evaluations of their experiences *325*

17 Gain employer instructor verification of completed skill development and project activities *326*

18 Complete project evaluation and recording for credit *326*

19 Record skill development activities for credit *327*

20 Conduct termination interview with student and employer instructor *327*

21 Support continued student site uses *327*

Preparing for Extended Use of Community Sites

1

Agree on purposes and requirements for learning and skill building levels

Basic purposes and requirements for both learning and skill building levels are summarized in the preview to this section (pages 277-279). To keep in mind the relationship between these two types of site use and the career exploration process you might wish to review our introductory remarks for that strategy on pages 105-115. Below we offer some additional points to consider while preparing for either type of site use.

INTEGRATED LEARNING ACTIVITIES

All EBCE site uses should enable the student to carry experiences from previous sites over to those they are currently using and to engage in comprehensive activities that combine program outcome goals with personal learning, lifestyle and career objectives. In career explorations, students examine many sites in their community and begin to make decisions about the careers they would like to enter, the lifestyles they want to experience and the kinds of learning they need to achieve their goals. While they may use exploration sites for project activities and certainly have extensive interaction with site environments and personnel, the primary emphasis of career explorations is on observation and the first steps necessary for educational and career decisionmaking.

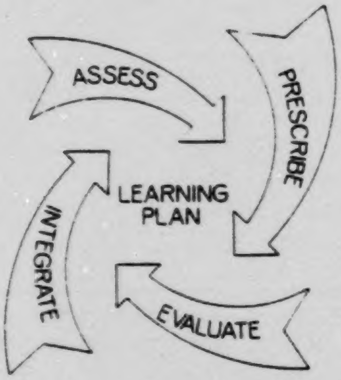
As students refine their understanding of the types of careers they might like to enter they also interact with EBCE learning managers regarding Life Skills and Basic Skills objectives suitable to their particular learning needs. At the same time, they begin to choose learning level sites where they can settle in for more extensive learning activities over longer periods of time. Through skill development and integrated project activities, students make an important transition from observers to actors. While they continue observing adult roles and situations, they also become participants in the human and work processes associated with particular sites and occupations.

In short, it is through learning levels that students fully encounter the experiential aspect of EBCE learning; they choose

EXTENDED SITE USES AND THE LEARNING PLAN CYCLE

To illustrate how student and adult involvement in community sites is woven together to provide integrated and comprehensive learning experiences, the following display looks at the learning level and skill building level processes from the point of view of the EBCE learning plan cycle.

ASSESSMENT information is gained through the student's previous career explorations of sites and through testing and interview analysis of Life Skills and Basic Skills abilities and personal interests.



PRESCRIPTION for the individual student follows assessment and includes the following:

Projects that combine Basic Skills, Life Skills and Career Development opportunities particular to that site (see Item 2)

Skill development activities negotiated between the student and the employer instructor that enable the student to acquire skills most relevant to personal interests and needs (see Item 2)

EVALUATION and INTEGRATION of student experiences and adult feedback takes place continuously:

through employer instructor and learning manager evaluation of completed project activities

through employer instructor evaluation of skill development activities

through employer instructor evaluation of the student's general performance and behavior at the site (see Item 2)

through the student's evaluation of site experiences and the employer instructor (see Item 2)

through conferences in which the student and employer instructor meet with the employer relations specialist to discuss their evaluations of each other

through subsequent choices and negotiations the student has with the employer relations specialist regarding other sites to use for indepth learning and with the learning manager regarding other projects to complete

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courses of action, perform realistic tasks alongside working adults and experience and reflect on the results of their action. They reach out into the world and gain tangible feedback from the people and places that make up their world.

The key thing to remember about learning levels is that they bring together the reality of a community site's learning opportunities with the reality of the student's particular personal and educational needs. The stress is equally on gaining relevant occupational skills and making progress in a comprehensive educational program. To do this $(CE)_2$ uses a learning site analysis procedure combined with an individualized student assessment and negotiation process to prescribe onsite project activities in Life Skills, Basic Skills and Career Development. It is the EBCE educational team who, with the support of employer site personnel, work with each student to plan, implement and evaluate the student's learning level activities.

SKILL BUILDING LEVELS

The major difference between a skill building level and a learning level is that the student takes advantage of what an employer site is already offering its employees in the form of preapprenticeship and other types of job skill training programs. In the learning level, staff work with the employer instructor at a site to analyze that site's learning potential and to personalize the student's learning. In the skill building level there need not be a learning site analysis since the student chooses the site precisely for an occupational learning program already in existence.

Thus skill building levels are a career development resource in the same sense as special placements are a Life Skills and Basic Skills resource used in certain student projects (see "Cross-References" below). For example, $(CE)_2$ students have taken courses offered by a beauty salon in hairstyling, an automotive training school in mechanics and a major wood products corporation in wood fibre technology. In all of these instances the student attended classes offered to regular employees and received the same certificate of completion that employees received.

Because the occupational emphasis of skill building levels can conflict with EBCE's comprehensive educational goals, learning managers must verify that students have completed the major portion of their program requirements (career explorations, projects and competencies) before starting this type of site use. Should a learning manager feel a student could benefit from additional activities tied in with the skill building level he or she may negotiate project activities to be done at the same time. If this happens, then the learning site analysis procedure noted above for learning levels (see also page 300) is implemented for that skill building level site.

EDUCATIONAL PRODUCTIVITY AND COMPREHENSIVE LEARNING

A very important issue to be decided by any program making use of community sites for student learning is whether or not students will work for pay during school hours and the degree to which students might benefit employers in a commercial or financial way. $(CE)_2$ takes the basic position that students should not work as employees during school hours, particularly at sites they are utilizing for learning purposes. It also affirms that students are at sites for educational reasons and should not be providing employers with "free labor." The program's policy statements regarding these two issues are displayed on the following pages.

CROSS-REFERENCES

The learning plan cycle as a pattern underlying all EBCE curriculum processes is detailed in "Learning Plan Negotiation," pages 43-48.

Career Development outcome goals, objectives and suggested implementation strategies appear in Appendix B.

Special placements are discussed in "Projects," page 211.

$(CE)_2$ POLICY ON STUDENT LEARNING AND WORK FOR PAY

It is the policy of $(CE)_2$ that students do not receive financial reimbursement for any activities on employer sites while representing the $(CE)_2$ program. Reasons for this policy are as follows:

1. Paying the student creates legal and financial barriers detrimental to the program (work permits, withholding requirements, tax reporting, union membership and so on).
2. Paying the student suggests productive work has been done. Students must not be productive while on employer sites for learning purposes. (Rule of thumb: the student should demand more of the employer site in terms of time, attention, materials and so forth than he is returning in the way of production or services.)
3. Employers would soon be classified as those willing and those not willing to pay students. This is not a valid determinant for employer site use.
4. Students are reluctant to leave a site where they are receiving pay. We must retain the flexibility for new sites to be selected when the learning potential of the current one is exhausted.
5. It has been our experience that when pay and learning are mixed the pay activities take precedence.
6. Students do earn a high school diploma for successful completion of this program. In addition they are offered an extensive education that requires facilities, staff and materials.

The above policy does not suggest, however, that $(CE)_2$ is in any way prejudiced against students working for money. The opposite is true. Adequate pay for honest and productive work is central to the purpose of career education. We do think the two activities should be separated. Therefore:

1. Students are encouraged to find employment outside program hours.
2. We will permit employers to hire students from $(CE)_2$ but there is no expectation that they do so; any such agreement will be entirely between the employer and student.
3. Students will be placed on and moved from employer sites according to the educational issues involved. No consideration will be given to a student's employment on a site.
4. Students may hold part-time jobs during the day as long as the hourly requirements of the $(CE)_2$ program are met. Such employment may be by employers participating in the $(CE)_2$ program. Jobs with employers where students are currently placed or have had a learning level placement must be performed before 8:30 a.m. or after 5:00 p.m. on weekdays or on weekends and vacations. In no case will work for pay hours on $(CE)_2$ employer sites coincide with program hours.
5. We will make available to students information about job opportunities as they come to our attention.

$(CE)_2$ STATEMENT REGARDING STUDENT ONSITE PRODUCTIVITY

In the Experience-Based Career Education model at Community Experiences for Career Education, Inc., the word "productivity" is used in several different ways. Students are told that they are expected to be educationally productive; that is, they in their roles as learners are to produce obvious results and participate in learning activities in a sincere and conscientious manner. Employers are told that students are not to be financially productive; that is, students are not to turn out units of work that result in financial profit for the employer, the company or the organization.

It is a policy of $(CE)_2$ that educational productivity (as described below) is the focus of this entire program and that the conditions listed under financial productivity are unacceptable.

Educational Productivity occurs when students are productive in the learning sense and agree to tasks that have the prospect of resulting in meaningful learning experiences. Students use equipment; handle materials; make, assemble, draw and paint things; and perform services for the purpose of learning as much as possible about how these things are done and how it feels to do them. They also help identify and design learning activities and complete learning objectives that are a part of closely monitored learning plans.

Students come to understand what things need to be done in a work task and also why they need to be done. Students do a variety of tasks and remain in specific work areas only as long as those areas are returning obvious learning benefits. The student's "payoff" is in terms of understandings acquired, skills learned, habits developed and experiences gained. Students might be very productive but the production should definitely serve an educational purpose.

Financial Productivity occurs when a student remains on one job with the intent of performing that job. In such cases, the student turns out work comparable to that of regular employees that could be sold for profit in the interest of the company or organization. The student might or might not be offered a salary and might replace an existing employee or a potential employee. Emphasis is on the production of physical things rather than development of attitudes and values. Evaluation would be on the basis of quality and volume of physical work done.

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2 Design tools and procedures to support student onsite activities

LEARNING SITE ANALYSIS FORM

The Learning Site Analysis Form (LSAF) is used by the employer relations specialist in conference with the employer instructor to identify skills required for a specific job at a learning site. The learning manager then uses the LSAF to acquire information about onsite Life Skills and Basic Skills learning opportunities that relate to individual job skills and can be built into the design of project activities for that site.

The LSAF can be a good information resource tho student may refer to when choosing work places for any type of site use. It is absolutely necessary for the design of projects which are required for all learning levels; it is used for skill building levels only when students and staff agree a project is necessary for that particular site use.

SKILL DEVELOPMENT RECORD

The Skill Development Record (see page 290) is used for recording job-related skills the student learns and/or practices while at a site. On arriving at the site, the student agrees with the employer instructor on the skills to be learned, writes them on the record sheet together with target dates for mastering them and begins either observing employees or actually practicing the skills. In this way, the student becomes immediately involved in the site in an organized and educationally productive fashion. At the same time, for learning levels the student and learning manager will be negotiating site-specific project activities that are often tied in with skills identified on the Skill Development Record.

There need be no direct connection between skill development activities and those written into projects. The former are intended to give students practice in job skills directly associated with a given occupation; project activities will often do this also, but they are primarily oriented toward integrating site experiences with more comprehensive learning objectives in all three curriculum areas.

The Skill Development Record enables students and staff to keep a cumulative record of skills acquired on sites which can be entered in the student's overall EBCE performance records, and used for seeking either future employment or additional education. The major criteria the EI uses when judging these skills is whether or not the student could be hired on the basis of demonstrated proficiencies. The record sheet is designed so all skills learned at a site appear cumulatively on that student's permanent form, thereby enabling staff and employer instructors to see how present learning experiences relate to the student's past choices of skills to be learned.

The same procedures are also used when a student chooses a site for a skill building level. Since this level entails detailed training the ERS and employer instructor decide how to summarize skills on the Skill Development Record. In some cases a company's course syllabus or summary of training objectives can be attached to the record sheet. If a certificate is granted at the end of the skill building level, it can be included in the student's portfolio. In any case, be sure that the Skill Development Record specifies the essential skills learned and has the EI's initials verifying the student's accomplishments.

PROJECT ACTIVITIES

Projects are required for all learning levels and may be written to give the student additional credit for skill building levels as well. Because they spend several weeks or more at a site during either of these levels, students usually negotiate separate projects for each site used. (See "Cross-References" below for samples of such projects.) Onsite projects will often parallel the EI's job tasks pretty closely and in effect provide a mini-course in that person's career activities.

For example, for a learning level project at a local newspaper a student may go into the community to interview people and research a story, return to the newsroom to draft up copy and interact with editors to refine the story and prepare it for actual publication. (Some employers will carry the experience full circle by printing student products so they can see the concrete results of their efforts.) A project for an auto repair shop could parallel a shopman's duties from receiving a car for diagnosis through to repairing it and writing a bill. Keep in mind however that projects are not required to show such a close correlation. In the examples just noted the student could instead be working on a personal/social development project which focuses learning on communication and personal growth skills in work environments.

STUDENT PERFORMANCE REVIEW

Student Kelly Robbins Date 1' 5 ·74
Employer Instructor Jan MacKey
Site City Maintenance Dept.
Learning Level ☒ Skill Building Level ☐

ATTENDANCE/PUNCTUALITY	Needs to Improve	Improving	Satisfactory	Commendable	Excellent	Does Not Apply
Reports to employer site on time			✓			
Adheres to established schedule				✓		

Comment:

ATTITUDE	Needs to Improve	Improving	Satisfactory	Commendable	Excellent	Does Not Apply
Understands and accepts responsibility					✓	
Observes employer's rules					✓	
Shows interest and enthusiasm					✓	
Courteous, cooperative					✓	
Good team worker			✓			
Judgment					✓	
Poise, self-confidence				✓		
Demonstrates appropriate dress/grooming			✓			
Concerned for equipment/property					✓	

Comment:

LEARNING PROCESS	Needs to Improve	Improving	Satisfactory	Commendable	Excellent	Does Not Apply
Uses initiative, seeks opportunities to learn					✓	
Learning growth					✓	
Quality of assigned projects				✓		
Asks questions of appropriate person				✓		
Uses employer site learning resources				✓		

Comment:

PERFORMANCE	Needs to Improve	Improving	Satisfactory	Commendable	Excellent	Does Not Apply
Begins assigned tasks promptly			✓			
Seeks feedback concerning performance		✓				
Accepts feedback information		✓				
Uses criticism constructively			✓			
Completes tasks assigned			✓			
Progressively requires less supervision			✓			

Comment:

ADDITIONAL COMMENTS: Kelly is a natural for this work – At first he felt he knew it all, but he's learning there are still things to be learned.

Jan MacKey
signed

Most important, the project is a formal device for patterning comprehensive learning opportunities that are built into a particular site. Increased job skills are a planned for but essentially fortuitous result of the student's pursuing integrated learning objectives in all three curriculum components. Projects are in essence the primary learning technique used during learning levels to match student educational needs and program expectations for learning growth. If a single project is insufficient for a site--that is, a student completes the first project negotiated and wishes to remain longer at the site--then additional activities for a complete second project will be designed.

Since students may not use skill building levels until the major portion of their program requirements are completed, projects for that type of site use are totally optional. While skill building levels are essentially a career development option, any training program a student takes will entail practice of Basic Skills and Life Skills as well. Accordingly, learning managers may choose to grant additional project credit to further recognize the student's accomplishments and to point up the interrelatedness of all learning. Often such projects will be as simple as a statement to the effect that, upon completing the company's program, the student will receive credit for a project in a related Life Skills area. Examples might be project credit in science granted for an automotive training program or project credit in creative development given for courses at a hairstyling school.

STUDENT PERFORMANCE REVIEW

The Student Performance Review is a process by which the employer instructor periodically evaluates student achievement, attitudes and work habits. Implemented for both learning and skill building levels, this review process is an invaluable way of giving the student feedback and letting staff know how a student is doing at a given site.

The Student Performance Review form (see page 292) covers a student's attendance and punctuality, attitudes, responses to the learning process and onsite performance. It allows for assessment of behavioral aspects of a student's performance and provides for input to the planning of the student's Career Development and Life Skills activities. The EI's remarks in such areas as the student's use of initiative or understanding and accepting responsibility can help the learning manager design Life Skills projects the student can do either at that site or at future sites. Similarly, comments regarding work habits can help staff, particularly the ERS, counsel the student on future site choices and career plans in general.

STUDENT EVALUATION OF LEARNING SITE

Student Kelly Robbins Date 11-5-74
Employer Instructor Jan Mackey
Site City Maintenance Dept.
Learning Level ☒ Skill Building Level ☐

EI DEMONSTRATES AN UNDERSTANDING OF HIS/HER ROLE BY:	Yes	No	Does not apply
Providing orientation to the company	✓		
Making introductions to other people	✓		
Orienting to facilities	✓		
Clarifying expectations of dress/grooming	✓		
Defining rules and punctuality	✓		

Comment

EI PROVIDES A PRODUCTIVE LEARNING ENVIRONMENT BY:	Yes	No	Does not apply
Being interested in development of student and program	✓		
Being willing to take time to help	✓		
Encouraging independent work on assigned tasks	✓		
Understanding why student is there	✓		
Giving feedback on performance	✓		
Encouraging new and meaningful experiences	✓		
Supplying company information and materials	✓		

Comment

ARE YOU:	Yes	No	Does not apply
Satisfied with your present learning site?	✓		
Gaining valuable learning experiences?	✓		
Clear on your performance review?	✓		

Comment

ADDITIONAL COMMENTS:

Jan is a great person to be with! She really knows mechanics and can teach it too!

Kelly Robbins
signed

The EI should complete this form at least midway through the student's stay at the site and again when the student is ready to conclude the learning or skill building level. After completing the form the EI meets with the student and the employer relations specialist to discuss results of the review and plan courses of action the student might take to either change or improve certain behaviors. Used in this fashion, the form helps all parties keep in touch with how the student is doing onsite.

STUDENT EVALUATION OF LEARNING SITE

The Student Evaluation of Learning Site process parallels the Student Performance Review described above. At the same time as the EI evaluates the student, the student uses a similar form (see page 294) to evaluate experiences at the site and to give feedback about the EI's interaction with the student. Both persons then meet and share each other's evaluations. The student thereby has the opportunity to rate the site and the EI, engaging in an analysis/evaluation activity that provides a perspective on learning as a process and experience participating in an open exchange with an adult regarding their mutual performance and behaviors.

CROSS-REFERENCES

Site placement and recordkeeping procedures related to the devices described above are treated in Item 6 of this section on pages 302-305.

A brief summary of points to keep in mind for relating the Learning Site Analysis Form to learning and skill building levels appears in Item 5 of this section, pages 300-301.

The LSAF procedure is described in more detail in "Learning Plan Negotiation," pages 72-76; the use of LSAFs for writing projects is also discussed in "Projects," pages 236-241.

Samples of projects written for learning level sites together with their corresponding Learning Site Analysis Forms appear in Appendix C.

Employer relations specialist responsibilities for the LSAF and a sample walk-through of the procedures for filling one out appear in Employer/Community Resources*, pages 112-117 and Appendix M.*

3 Designate staff to oversee student onsite activities

EMPLOYER RELATIONS SPECIALIST

As in the case of all student site activities the employer relations specialist has primary responsibility for supporting students and site personnel. Key ERS responsibilities are as follows:

1. assist in student placement on sites, including counseling regarding specific site choices
2. make sure a Learning Site Analysis Form is complete and up-to-date for each site chosen as a learning level
3. serve as liaison between learning managers and employer instructors regarding the design of project activities to be completed at each site
4. record all data necessary for granting program credit or supporting student learning and personal growth
5. monitor program policies regarding student site use (nonpay/learner status of student, safety conditions and student conduct)
6. report to learning manager as necessary regarding student performance at sites
7. resolve conflicts between student and employer instructor
8. respond to any special information and support needs an EI might have
9. provide career and personal counseling on an ongoing basis
10. share information about student onsite activities with other staff as necessary (for instance, during zone debriefing meetings)

OTHER STAFF

At the learning center, the learning manager plays an important role by interacting with students in the design and implementation of project activities to be completed at specific learning level sites. Briefly, LM tasks include

1. using Learning Site Analysis Form to develop learning objectives which in turn are used to design projects for individual students
2. monitoring student work in projects
3. providing students with feedback and discussion regarding onsite learning activities and their relationship to career/life goals
4. making sure additional learning in Basic Skills is implemented as necessary for individual students
5. recording project-specific data
6. verifying student completion of project activities, including EI certification of activities done at sites
7. generally keeping in touch with the ERS as necessary to let that person know specific changes in a student's learning plan or career/life goals that might impact onsite performance

CROSS-REFERENCES

The role display at the beginning of this section (page 280) summarizes key steps taken by staff, students and employer instructors in the learning level process; student and employer instructor steps to follow are also summarized in greater detail in Item 8, pages 310-312.

Role descriptions and related information for all staff are presented in "Personnel," *Management & Organization*, *pages 50-57.*

See also "Projects," pages 240-241 for more information about the learning manager's role in negotiating onsite project activities.

4

Agree on student rights and responsibilities

Student rights and responsibilities are generally the same for all types of site use. The "Cross-References" for this item list pages where you can find discussion of this topic for career explorations, learning plan negotiation and guidance. Following we offer a few points to keep in mind for learning and skill building levels.

STUDENT AND STAFF RIGHTS

The primary student right to keep in mind is that the student can renegotiate learning activities and goals whenever new understandings of lifestyle or career aspirations warrant changes in what the student is doing in the program. Staff and other program adults have the corresponding right (and responsibility) to help students challenge their abilities and goals through the ongoing negotiation processes built into the development of all student learning plans.

In the case of learning or skill building levels students usually will not change their minds to the extent of dropping a site in midstream simply because they have already explored such sites for career explorations and usually know what they are getting into when they choose to return for extended learning. More often students will find that certain project activities are not relevant to their needs or that some of the skills they chose to acquire are either too difficult or irrelevant to what they want out of that particular site experience. In such cases the student simply negotiates the desired changes with the learning manager (for projects) or the employer instructor (for skill development activities).

STUDENT RESPONSIBILITIES

Generally, the student is responsible for managing as much as possible his or her own learning activities and site behavior. More specifically, student responsibilities include

1. arranging for transportation

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2. following employer site rules and regulations
3. turning in time cards verified by the EI
4. identifying and working on skill development activities
5. completing negotiated project activities
6. completing the Student Evaluation of Learning Site forms mid-way and at the end of each experience
7. participating in evaluation interviews with the EI and employer relations specialist

CROSS-REFERENCES

More detailed lists of student tasks appear in the summary of roles on page 280 and in the student steps to follow displayed in Item 8 (page 310).

See Career Explorations, pages 128-129 and 159-161, "Learning Plan Negotiation," pages 77-91, and the "Guidance" section of Student Services for more discussion of EBCE accountability standards and procedures.

Explanation of "school year action zones" which are used to help students plan and manage their tasks appears in "Learning Plan Negotiation," pages 81-84.

5 Identify learning and skill building sites and complete or update Learning Site Analysis Forms

IDENTIFYING SITES

When first recruiting sites the ERS should determine whether students can use them only for career explorations or if they can also use them for learning, skill building and/or special placement levels as well. Because it is important that students have the chance to follow through on their initial explorations at sites by returning for more detailed and intensive learning levels, employers should be encouraged to receive students for at least those two levels. Only a few sites will be set up to host students for skill building levels because that use entails a training program situation which most small and middle-sized sites do not have.

Situations in which an EI might offer individual training to a student are usually handled as learning levels. An example would be an architect or engineer allowing students to "shadow" them and learn drafting or surveying skills sufficient to enter careers in those areas. Such cases involve a one-to-one interaction between student and EI for which learning managers would have to write projects in order to insure that the student's learning was properly planned, monitored and evaluated.

As with career explorations, the type of site uses offered by specific workplaces should be noted in a master list for student reference when choosing sites. Most students want to know when they plan explorations whether or not they can return for learning or skill building levels if desired.

Also remember that larger sites may have more than one location where students can work on learning or skill building levels. Site files kept by the ERS should specify this information and a separate Learning Site Analysis Form must be filled out for each such location.

LEARNING SITE ANALYSIS FORMS

To negotiate project activities for a learning level site the learning manager must have a completed Learning Site Analysis Form for that site. Whenever possible the ERS completes the LSAF during recruitment of the site. Otherwise the ERS schedules an appointment with the site's employer instructor and completes the form during the first days a student is at that site. Following is a summary of points to remember about the LSAF:

1. The same LSAF can be used for all students visiting a site; it should be updated only as the job it describes undergoes significant changes.

2. Learning objectives written from LSAFs (and used in designing specific projects) may be used for more than one student. If the LSAF changes the learning manager writes new objectives and has them verified by the EI.

3. Although it is not absolutely necessary, the LSAF can be filled out for skill building level sites to give staff a detailed record of the site. If a project is to be designed to parallel the skill building experience, an LSAF definitely must be completed. Such an LSAF could be written from the training syllabus used by the company offering the skill building level. In this case, the LSAF still should be checked with the EI or instructor offering the course to make sure the resulting description accurately reflects the job for which the student is training.

See "Cross-References" in Item 2, page 295, for other places in the handbooks where LSAF procedures are detailed and samples displayed; see Item 11 of this section, page 320, for a summary of steps taken by the ERS to interface LSAF data with project negotiations.

6

Establish site placement and recordkeeping procedures

SITE PLACEMENTS

The same basic placement procedures can be used for all types of site use. For an explanation and display of the placement contract forms used by students and employer instructors see "Career Explorations," pages 122-125.

Since they have already met their employer instructors during career explorations, arrangements between students and EIs for learning or skill building levels are usually less formal than for career explorations. Often a student will arrange to return for a learning level while he or she is still on an exploration at a site. The ERS should still make a "first appointment" phone call to the employer instructor to let that person know the program is aware of the student's intentions and to make sure the EI understands what's involved in extended onsite learning.

As with career explorations, that appointment time should be posted at the learning center and noted in the ERS's records. When the student and EI agree on a weekly calendar, that portion of the placement contract form should be filled out and posted in place of the first appointment note at the learning center. When a learning or skill building level is concluded $(CE)_2$ also asks the EI to mail the "Employer Instructor Report" postcard (just as with explorations) to verify that the student's attendance has been satisfactory.

RECORDKEEPING

The same recordkeeping procedures apply to both learning and skill building levels.

ATTENDANCE

In addition to filling out the time schedule portion of the placement contract form, students are asked to have their employer instructors sign a Weekly Time Report slip which is turned in to a clerical assistant at the learning center each week. This helps staff keep in touch with a student's attendance patterns over the longer periods of time involved in either type of site use.

PERFORMANCE

$(CE)_2$ uses a Learning Site Utilization form (see page 304) to record all the key steps involved in a student's use of a site for extended learning purposes. The ERS collects the information for this form and either records it directly or asks a clerk to do so. Before the student's exit interview at the end of a learning or skill building level, the ERS should make sure that all steps have been completed up to that point.

To monitor student onsite performance the ERS should make regular--weekly, if possible--maintenance visits or phone calls to each site. Any specific information gained about a student's performance is noted on a Maintenance Visit Record form filed in the ERS's notebooks; copies can be sent to the learning manager or other staff as need be.

Based on observations made during either type of extended site use the ERS will also want to update comments regarding the student's career interests that are recorded on the Student Profile sheet in the program's records.

The learning manager will maintain a record of student project activities in progress and is responsible for making sure credit for completed projects is entered in the program's records. (This applies for skill building levels only when student and LM agree a project is necessary.)

The Skill Development Record form (see page 290) also records performance data regarding the student's learning of job-related skills.

The Student Performance Review and Student Evaluation of Learning Site forms completed several times during a student's visit to a site are also filed in the program's records (see pages 292-295).

All performance data for each student is summarized in the Record of Student Performance portfolio which serves as an EBCE transcript and graduation credential.

An Accountability Write-Up form is used to note and communicate to other staff and parents any problems a student might have regarding program or site accountability standards.

LEARNING SITE UTILIZATION

Student Kelly Robbins ERS Ted H.

Site City Maintenance Department Shop

9-7-74 date initiated 9-11-74 date started 1-6-75 date completed

EVENTS	DATES	
Learning site analysis completed	9-9-74	
Learning objectives written	written 9-15-74	verified by EI 9-18-74
Project negotiated (student/LM)	10-1-74	
Project negotiation ratified (student/employer instructor)	10-4-74	
Student Performance Review (by employer instructor)	11-5-74	
Student Evaluation of Learning Site (by student)	11-5-74	
Skill Development Record (employer instructor/LM)	12-16-74	
Project completion certified (employer instructor/LM)	1-3-75	
Final Student Performance Review (employer instructor)	1-5-75	
Final Student Evaluation of Learning Site (by student)	1-5-75	
Exit Interview (student/employer instructor/ERS)	1-6-75	

CROSS-REFERENCES

The following record forms are discussed elsewhere in this handbook:

> *Accountability Write-Up forms, in "Learning Plan Negotiation," page 88*
>
> *Learning Site Analysis Forms, in "Learning Plan Negotiation," page 72*
>
> *Project forms, in "Projects," page 215*
>
> *Student and Employer Instructor Contract form (placement contract) and Employer Instructor Report postcard, in "Career Explorations," page 124*
>
> *Student Profile, in "Learning Plan Negotiation," page 54*

All of the above forms are discussed within the context of the program's total recordkeeping system in "Student Records," Student Services.

The Record of Student Performance is also displayed in Appendix D of Student Services.

For more information regarding ERS site maintenance forms and procedures, see "Site Utilization," Employer/Community Resources, pages 125-133.

Parent reporting is discussed in "Learning Plan Negotiation," page 69.

7 Arrange for necessary materials and transportation logistics

The "Learning Resources" section of this handbook (particularly pages 481-483 and 494-498) explains EBCE's approach to student learning materials. Essentially these should consist of the people, equipment, literature and products available at various community sites.

Issues pertaining to student use of transportation are discussed in "Career Explorations," pages 134-136; related forms and procedures are also referenced there.

Identification photographs posted at each site a student visits are also discussed and referenced in "Career Explorations," page 135.

Recordkeeping forms have been discussed and referenced in the preceding item (pages 302-305). Following is a summary of forms to be prepared in advance and the number of copies needed for each:

Learning Site Analysis Forms--one for each site

Learning Site Utilization Forms--one for each time a student uses a site for either purpose

Maintenance Visit Record forms--one for each week a student uses a site for either purpose

Student Evaluation of Learning Site and Student Performance Review forms--at least two of each type for each time a student uses a site for either purpose

Student and Employer Instructor Contracts and Employer Instructor Reports (placement contract forms)--one for each time a student uses a site for any purpose

Project forms--each student will need at least ten each year

Weekly Time Reports--one per week for each student

8

Conduct orientations for students and employer instructors

Procedures and attitude-setting comments for orienting both students and employer instructors have already been presented in the orientation Item for career explorations (see pages 137-144). Lists of student and employer instructor tasks for learning levels are presented on the following pages. Because skill building level procedures are basically the same as for learning levels (with the exception at times of project activities), there are no checklists for that strategy. Below is a brief summary of additional points you might wish to make during orientation.

STUDENTS

Remind students that learning levels emphasize comprehensive learning activities; if they wish specific career training they may use skill building levels after the bulk of their program requirements have been met. Determination of whether or not a student may use a skill building level is made individually through negotiation with learning managers.

Also make it clear to students that either type of extended site use will make heavy demands on their own abilities to organize their time and follow through on their responsibilities. It is particularly important that they understand the concept and procedures of the school year action zones (see "Cross-References" below) in relation to time and task scheduling.

New students who might be shy about the prospect of spending several weeks at one place in the community can be reassured by reminding them that they will have a chance to become comfortable with meeting adults through their shorter career explorations before they commit to learning levels. Similarly, learning managers will be working with students on their first projects and will have many chances to help each student individually deal with hesitations or confusions regarding how onsite projects are designed or completed.

As with career explorations, an orientation workshop format can work well to introduce students to some of the variables involved in choosing learning level sites and in deciding on projects to be done at the sites. You might use a display or overhead transparency of the Learning Site Utilization form as a way of explaining the separate stages involved in each learning level.

A mock walk-through of the site selection and project negotiation processes can also be presented. (See Items 9, 10 and 12 for details concerning how students choose and utilize sites.)

EMPLOYER INSTRUCTORS

Since EIs for learning levels will already have hosted students on career explorations they usually do not need a lot of additional orientation to the concept of student onsite learning. Also, development sessions held in the evenings for all employer instructors give staff and EIs chances to share ideas and exchange questions and answers about specific situations that might arise. When a student chooses a learning or skill building level site the ERS should make sure the EI does understand his or her role and answer any last minute questions that might arise. Beyond that, the ERS will be making regular maintenance visits to each site and can deal with additional problems or questions as they arise. A summary of employer instructor responsibilities that can be used to supplement the checklist (see page 312) when first briefing EIs includes:

1. identify, schedule and provide for student onsite learning experiences
2. participate in the completion of the Learning Site Analysis Form
3. help identify Basic Skills learning opportunities for each student
4. inform ERS of performance levels expected for various tasks students can do
5. approve and prioritize learning objectives derived from LSAF
6. periodically complete Student Performance Review form and share results with student and ERS
7. tutor, as possible, students with special needs
8. certify students' time at site
9. participate in final evaluation of student in a debriefing conference with student and ERS

CROSS-REFERENCES

Student orientation to the entire program is discussed in "Program Entry/Exit," Student Services, pages 27-35.

Development sessions to orient and further train employer instructors are discussed in "Employer Instructor Development," Employer/Community Resources, pages 74-102.

School year action zones are explained in "Learning Plan Negotiation," pages 81-84.

STUDENT STEPS TO FOLLOW FOR LEARNING LEVELS

1. From the sites you have explored, choose one you'd like to return to for a learning level.

2. Tell your decision to your employer relations specialist and suggest a time you would like to start.

3. Discuss with your learning manager the kind of project activities you'd like to do at the site:

    a. What are your specific interests in that site? (job skills, people, products, possible experiences and so forth)

    b. Which Life Skills area would best suit a project for that site?

    c. What are your Basic Skills needs and interests that might be practiced at that site?

4. Arrange with your ERS to go to the site and plan your transportation there.

5. Go to the site and use the "Student and Employer Instructor Contract" form to plan your weekly schedule.

    Agree with your EI on job skills you wish to learn and begin observing and/or practicing them; write those down on your Skill Development Form. (Don't lose that form! Your EI will initial it as you learn skills and we will use it to record your learning in our records.)

6. Meet with your learning manager and negotiate project activities to do at the site.

7. Be sure to have your EI sign the Weekly Time Report slip and turn it in to the clerical assistant every Friday.

8. Every couple of weeks remember to complete a Student Evaluation of Learning Site form; the EI should do a Student Performance Review form at the same time.

STUDENT STEPS TO FOLLOW, continued

Meet together with your EI and discuss your evaluations of each other; the employer relations specialist will usually be there for these meetings.

9. Work on your project activities:

    a. ask your EI for help as necessary

    b. check in regularly with your learning manager

    c. try to stick to target dates!

    d. obtain your EI's verification of those activities requiring his or her evaluation

10. When the project is done, turn it over to your learning manager.

11. Make sure your EI has initialed all the skills you learned on your Skill Development Form.

12. Complete the final evaluations of your site experiences (see step 8) and meet with your EI and ERS for an exit interview.

13. Discuss with your learning manager and ERS any possible next steps you might take to continue building your skills and interests. That is, other projects you can negotiate, other sites you might go to for explorations, learning levels and so forth.

14. Don't forget to write a thank-you letter to your EI!

15. If you want more training in an occupation to better prepare for employment, talk to your ERS and learning manager about a skill building level. If you are finished with most of your program requirements you may be able to go to a site offering a training program in the skills you need.

    If you do, you will follow the same basic steps described above for learning levels. The only difference will be that a project may not be necessary, depending on what you and your learning manager decide.

EMPLOYER INSTRUCTOR CHECKLIST FOR LEARNING LEVELS

TO FACILITATE THE STUDENT'S LEARNING PROGRAM

1. Hold interview at your site with an EBCE employer relations specialist to complete a Learning Site Analysis Form (LSAF) and suggest learning activities and job skills students may do at your site.
2. Receive the student at your site and decide job skills he or she can begin practicing.
3. Review learning objectives the learning manager writes from the LSAF and prioritize them in the order in which they might be done at your site.
4. Review and approve the student project designed from the learning objectives.
5. Help establish target/completion dates for learning activities on project.
6. Help the student with project-related research at your site, as specified in learning objectives.
7. Provide the student with a place to study.
8. Evaluate the student's performance of some project activities and certify their satisfactory completion when called for on the project form (see "Criteria" column).
9. Record on the Skill Development Sheet any skills the student acquires at your site, verifying that they were performed according to your standards.
10. Help the student complete any Basic Skills assessments in reading and mathematics that might be planned for on the project and show relationship between job tasks and Basic Skills needs wherever possible.
11. Help the student work with Basic Skills materials.
12. Complete Student Performance Reviews and discuss the student's evaluation of his or her site experiences.
13. Counsel regularly with students about career plans, site experiences and so forth.
14. Help the ERS maintain weekly contact (personal or telephone) with you.

TO MONITOR STUDENT ATTENDANCE

1. Establish a regular weekly schedule with the student.
2. Be sure that the student reports his or her time schedule and any changes in it to the ERS.
3. SIGN STUDENT WEEKLY TIME SLIPS to validate their accuracy.
4. Deal with student attendance problems as you would those of an employee.
5. Maintain weekly contact with the ERS.

Working with Learning & Skill Building Levels

9

Support student choices of learning or skill building level sites

Student selection of sites to use for learning purposes is ultimately a result of all the interactions they have with program adults in the course of identifying and refining their individual learning plans. In addition to comments offered below you might find it useful to review Items 12 and 20 in "Career Explorations" which discuss counseling students about site choices (see pages 148 and 166 respectively).

CHOOSING LEARNING LEVEL SITES

Because learning levels combine occupational experiences with project activities both the employer relations specialist and the learning manager will be involved in student negotiation of learning level choices. Some students will choose sites for specific career development reasons; others will have more generalized or personal interests in mind. What is important to remember is that the learning level strategy is set up so students gain both increased knowledge of specific job skills and opportunities to pursue their individual interests in Life Skills and Basic Skills areas. Their own motivations for choosing sites will of course affect whether they emphasize one kind of learning over another but their onsite activities should always be planned to insure they confront both job skills and personal interests.

Occupational interests will often be the most obvious reason a student selects to return to a site for a learning level. After exploring one or more sites in a certain career area, most students will want a learning level in that area to gain more information on which they might base their future career plans. Ideally staff should encourage students to have at least two or three learning levels each year in different occupational areas. In this way students have a chance to compare their indepth experiences with several jobs the same way they compared their observations of jobs during career explorations.

Personal interests or needs in certain Life Skills or Basic Skills areas will also influence student site choices. Students with strong interests in math or science will tend to pick learning level sites where they can practice those skills with professionals. Similarly, students with deficiencies in certain areas may select sites where the people or environments are best suited for their improving in those areas. For instance, a student having trouble with math and having a strong interest in the outdoors can link up with an engineering firm and spend time learning surveying skills, practicing mathematics and also following through a career possibility by examining whether or not surveying as an occupation provides satisfying outdoor experiences. In another case a student with difficulty relating to people could plan a personal/social development project at a social service agency specifically to improve communication skills and gain an increased understanding of human interaction.

Employer instructors can also be the reason some students choose to return to sites for learning levels. A student might develop a friendship with a certain adult and decide to spend more time working with that person simply because of satisfaction gained from the personal relationship. Also, some EIs may volunteer to spend extra time with certain students to help them work on a certain learning objective. A reporter, for instance, might suggest to a student visiting on an exploration that he or she would be willing to work in greater detail with that student's writing skills. An independent tutoring arrangement could be set up or a formal learning level initiated whereby the student also gained additional job skill learning.

In summary, EBCE is not directly in the business of training students for specific employment; its primary goal is to help all students increase their abilities to plan and make decisions about their careers and lifestyles in general. Different students will choose different paths for different reasons; as long as they continue meeting program expectations in each curriculum area they should be free to follow courses of action that are appropriate to them as individuals.

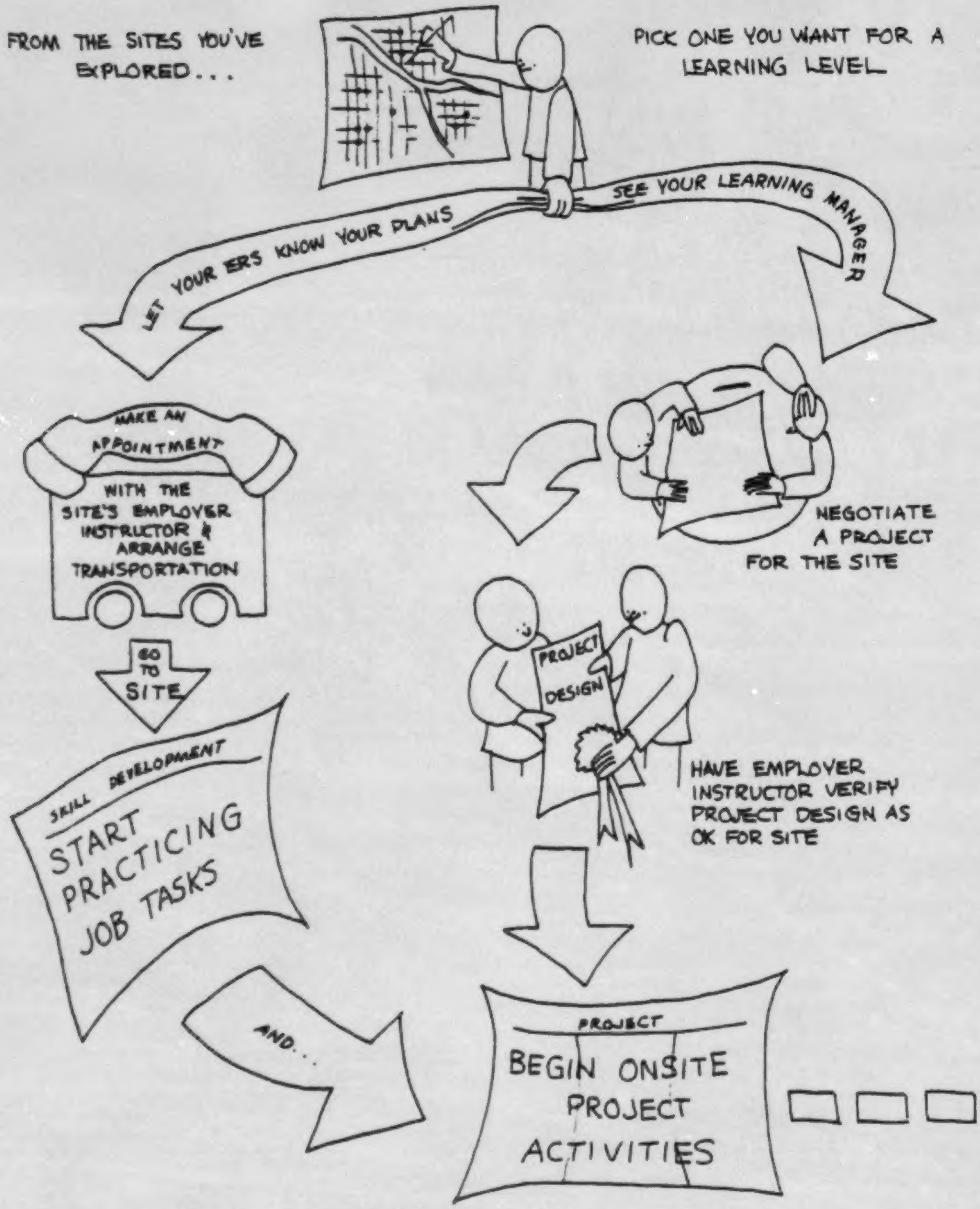
CHOOSING SKILL BUILDING LEVELS

The skill building level is an EBCE option which responds to one kind of student need. Essentially it enables those students who are convinced about entering a certain occupation to gain the skills necessary for them to be employed. $(CE)_2$ does not encourage all students to make use of this option simply because many students are not ready to make such a commitment. For those who are interested in skill building levels, staff should keep in mind some of the problems as well as benefits associated with early entrance into a career. Ask yourself, and the student,

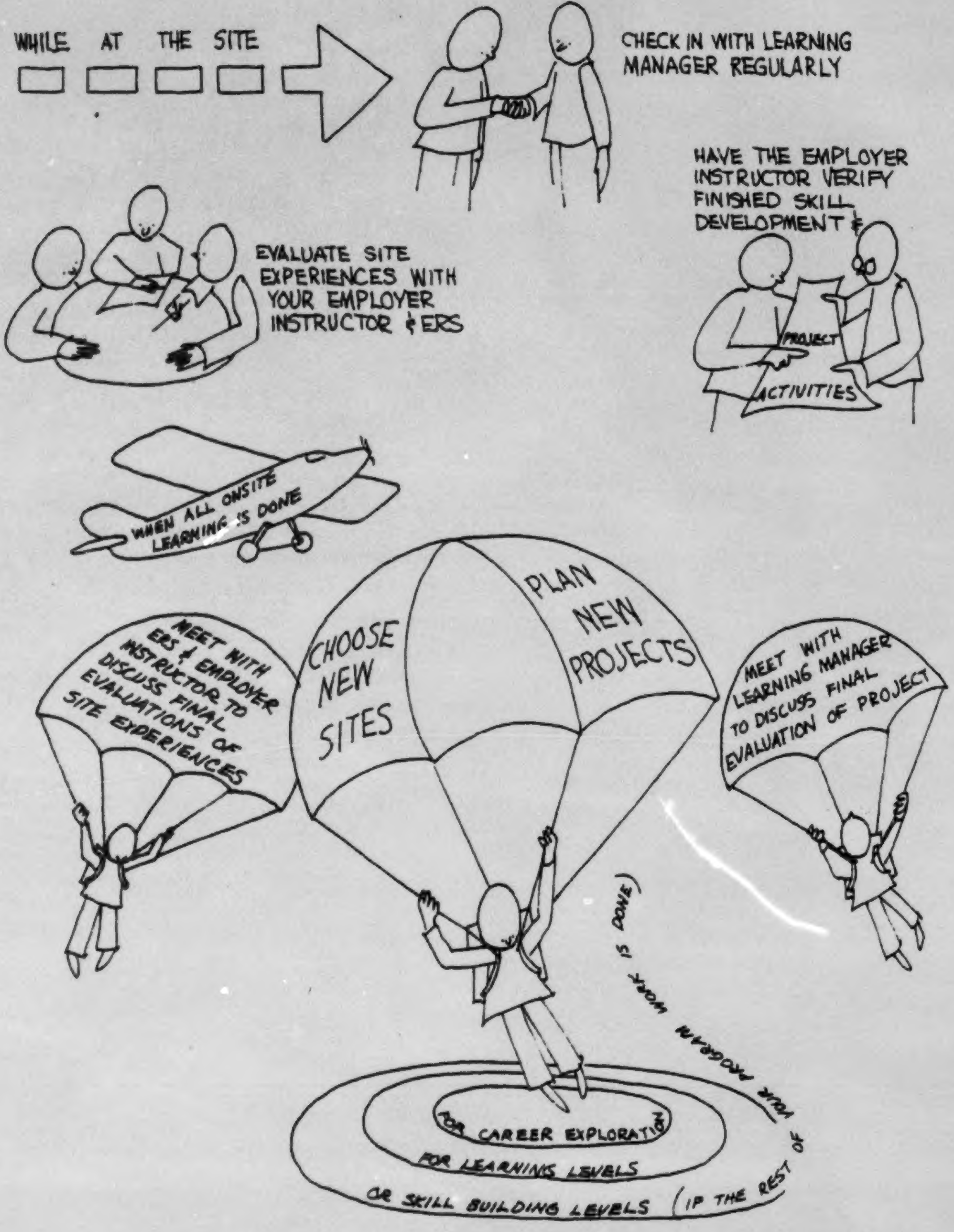
> *By going right into a job is this person cutting off future options he or she might have? Should the student reconsider further education? What are the chances of the student returning to school for advanced training later on?*

The world is filled with people who are unhappy about having locked themselves into a certain kind of job and now feel they cannot change. There are also many people who are perfectly happy with jobs they began after high school and who find their work challenging, satisfying and personally meaningful. You cannot decide what's best for a student; but you can make sure the student carefully considers the consequences of one course of action over another.

PLANNING LEARNING LEVELS


FROM THE SITES YOU'VE EXPLORED...
PICK ONE YOU WANT FOR A LEARNING LEVEL
LET YOUR ERS KNOW YOUR PLANS
SEE YOUR LEARNING MANAGER
MAKE AN APPOINTMENT
WITH THE SITE'S EMPLOYER INSTRUCTOR & ARRANGE TRANSPORTATION
NEGOTIATE A PROJECT FOR THE SITE
PROJECT DESIGN
GO TO SITE
HAVE EMPLOYER INSTRUCTOR VERIFY PROJECT DESIGN AS OK FOR SITE
SKILL DEVELOPMENT
START PRACTICING JOB TASKS
AND...
PROJECT
BEGIN ONSITE PROJECT ACTIVITIES

DOING LEARNING LEVELS


WHILE AT THE SITE
CHECK IN WITH LEARNING MANAGER REGULARLY
HAVE THE EMPLOYER INSTRUCTOR VERIFY FINISHED SKILL DEVELOPMENT &
PROJECT
ACTIVITIES
EVALUATE SITE EXPERIENCES WITH YOUR EMPLOYER INSTRUCTOR & ERS
WHEN ALL ONSITE LEARNING IS DONE
MEET WITH ERS & EMPLOYER INSTRUCTOR TO DISCUSS FINAL EVALUATIONS OF SITE EXPERIENCES
CHOOSE NEW SITES
PLAN NEW PROJECTS
MEET WITH LEARNING MANAGER TO DISCUSS FINAL EVALUATION OF PROJECT
FOR CAREER EXPLORATION
FOR LEARNING LEVELS
OR SKILL BUILDING LEVELS (IF THE REST OF YOUR PROGRAM WORK IS DONE)

10

Arrange with employer instructors for students to go to their sites and begin learning activities

For this step you will want to review procedures for the Learning Site Analysis Form (see Item 5 for discussion and further references). You should also look over the explanation of placement procedures in Item 6 (page 302) of this section and in Item 4 of "Career Explorations," pages 122-125.

Students themselves may arrange their first appointments with employer instructors for beginning learning or skill building levels. The employer relations specialist should also contact EIs to make sure there are no questions needing to be answered. For learning levels the ERS will also want to set a time for completing or updating the Learning Site Analysis Form for that site (if it is not already finished). The learning manager uses the LSAF for negotiating a project for that site. It is important therefore that it be completed and passed to that person as soon as possible after a student begins a learning level.

Students may be at sites for as long as a week before their project negotiation is finalized. In the meantime they should be learning and/or practicing job skills particular to those sites. These are noted on the Skill Development Record form (explained and displayed in Item 2, pages 291-293) and initialed by the EI as they are mastered.

Choosing skills for the student to work on is fairly straightforward. When the student first arrives at the site he or she sits down with the employer instructor and talks about skills at the site that the student might learn. Usually these are obvious tasks, although it can help if the EI has already gone through the LSAF interview because that procedure pinpoints job tasks and underlying Basic Skills relating to those tasks. The ERS might also check with the employer instructor before the student arrives to make sure the EI is comfortable with identifying skills that are appropriate to the student's interests and needs.

All the skills that will eventually be learned at that site should be recorded on the Skill Development Record form, but they need not all be predicted at the beginning of the learning level. That is, a few skills might first be agreed on that the student will surely be doing and, as time passes and the student's proficiencies increase, more complex skills can be identified. Also it can happen that a student's interests shift within a certain job area and other skills can be agreed on later in the learning level that are more useful to that individual's goals.

Some skills the student may only be able to observe while others can be actually practiced. For instance, sensitive and expensive equipment might be restricted to authorized personnel only; a student might then observe employees operating the equipment and answer questions the EI asks to guage his or her understanding of how the equipment is used.

FOR SKILL BUILDING LEVELS

The Skill Development Record procedures will usually be different for skill building levels. In this kind of site use the student typically enters immediately into a company's training program and there will be no need to decide what skills the student is to learn. The form should still be used however to record the training received and to provide a consistent way of transferring information about student performance into program records.

11

Develop and verify learning objectives from Learning Site Analysis Forms for all learning level sites

All learning levels require onsite project activities. Learning objectives to be used in negotiating projects are developed by the learning manager from Learning Site Analysis Forms for each learning level site. LSAFs and learning objectives are developed for skill building levels only when a project is also planned for that type of site use. Following is a summary of steps the employer relations specialist takes to insure an accurate interface between LSAFs and learning objectives.

1. The ERS and employer instructor complete the Learning Site Analysis Form (before or during the first days a student is at the site)

2. The ERS delivers the LSAF to the learning manager who develops a list of learning objectives that clearly state what the student can do at the site in terms of specific job activities

3. The ERS then takes the list of learning objectives to the EI for verification and prioritizing. The employer instructor makes sure the objectives accurately reflect that job and works with the ERS to organize them in a sequence that can be followed in learning the job.

   At this point the EI may also add comments regarding tasks the student can do and those that can only be observed. Also, the ERS might take notes about things a particular student might want to do in addition to following the sequence of learning objectives. Since both the EI and ERS will already know the student, it sometimes helps the learning manager to have feedback from these people regarding how a project might be further personalized to meet the student's unique needs and interests. Learning objectives themselves should match the "job," not the student. This permits their re-use for writing projects for subsequent students who might choose the same site.

4. The ERS takes the prioritized learning objectives back to the learning manager who uses them in negotiating a project for the student to perform

at the site. The student will then bring a copy of the project to the employer instructor for a final verification that the prescribed activities can be done at that site.

Learning objectives may also be used by the student before the project is designed as a way of identifying job tasks he or she may be working on for skill development purposes. Similarly, students can use learning objectives to guide them in actually starting on activities that will finally be formalized in the negotiated project.

CROSS-REFERENCES

Learning Site Analysis Form procedures are dealt with in several places in this handbook--in Item 5 of this section, pages 300-301, "Learning Plan Negotiation," pages 72-76, and "Projects," pages 213-214.

Sample prioritized learning objectives and corresponding LSAFs and projects appear in Appendix C. Additional sample learning objectives appear in Appendix G.

12

Negotiate onsite project activities for all learning levels and for skill building levels as necessary

This step is basically a learning manager task which is detailed elsewhere in this handbook under "Projects," pages 236-257. Discussion of how project activities are integrated with learning levels appears throughout this section (see particularly Items 1, 2 and 9); Item 2 (page 293) also explains circumstances under which optional skill building level projects may be negotiated.

The employer relations specialist should look over the student's project after it is designed so as to be familiar with it should the EI have any questions. Also the learning manager may consult with the ERS regarding the wording or intention behind a particular site activity. The ERS's knowledge of the site and understanding of the student's performance on sites can help the learning manager gain a better picture of what a student can or cannot reasonably do. Essentially, however, ERS involvement at this point is minimal.

13

Obtain employer instructor approval/modification of project designs

Onsite projects usually require the support and/or evaluation of the employer instructor. Before beginning the project the student should show it to the EI to make sure there are no last-minute questions or problems concerning what can be done at the site. If there are any changes to be made the student and EI can agree on a proposed alternative which is then checked with the learning manager. If there are any problems about a project design the EI can contact the employer relations specialist or call the learning manager directly. While LMs do not often meet employer instructors, they are free to interact with them as the necessity arises.

14

Support and monitor student onsite skill development and project activities

Implementing this step largely involves the employer relations specialist's having a thorough knowledge of the purposes and requirements for student uses of sites and "playing it by ear" as problems or questions arise at various sites.

For both learning and skill building levels the ERS should make a point of contacting the employer instructor at least once a week. A Maintenance Visit Record form (see Item 6, page 303) can be used to record observations made by the ERS or reported by the employer instructor about a student's performance or about a particular site's feasibility as a learning place in general. Things the ERS should be alert to include:

1. Is the student's work on learning activities progressing at a reasonable pace? Are target dates being met?
2. Are there any special personality problems, talents or traits either the EI or student exhibit which should be noted by and/or passed on to other staff?
3. Is the student showing any learning needs (particularly in Basic Skills) that might be addressed by additional project activities?
4. Are there any student accountability problems (attendance, behavior, etc.)?

Basically this type of information should surface during the evaluation reviews made by student and employer instructor (see Item 2, page 293). However, these reviews only occur every two or three weeks; in the meantime the ERS's regular maintenance contacts can be an invaluable way of spotting problems before they become serious.

15

Share student/site information with other staff and initiate accountability consequences as necessary

INFORMATION SHARING

Information sharing techniques are identical for all types of site use. To implement this step you should review the recordkeeping forms used to monitor student onsite performance (page 302) and read Item 18 in "Career Explorations," pages 162-164, in which more detailed explanations appear for informal ERS/staff interaction, use of maintenance and accountability forms and all-staff meetings.

ACCOUNTABILITY CONSEQUENCES

Student rights and responsibilities particular to learning and skill building levels have been presented in Item 4, pages 298-299.

Staff and employer instructor response to student accountability issues is basically the same for all types of site use. See "Career Explorations," Item 17, pages 159-161, for detailed explanations and examples.

16 Have students and employer instructors periodically complete and discuss evaluations of their experiences

The Student Performance Review and Student Evaluation of Learning Site forms are introduced and displayed in Item 2 of this section (pages 292-295). Students and employer instructors should complete these forms at least twice during each learning or skill building level. If a student spends longer than a month at a site the reviews should occur on about a bi-weekly basis.

After they complete the reviews, student and EI sit down with the employer relations specialist and discuss their evaluations. This not only is an important opportunity for the student to give adults feedback but it also serves as an integrating activity in which the student can gain and reflect on valuable feedback about his or her performance, attitude and general characteristics as a learner.

In effect these sessions can achieve results similar to those intended in the career exploration debriefings (see page 168). With learning and skill building levels, however, the student shares ideas and opinions with the adult most immediately involved in his or her learning--that is, the employer instructor. The ERS can, if the situation warrants it, steer conversation from discussion of present performance to considerations of what that performance might mean to the student's future career plans.

For instance, attendance patterns or performance of certain tasks should be related to obvious requirements for employment in that career. A student planning on eventual self-employment may choose not to worry too much about attendance (other than meeting program expectations, of course), while another student whose plans point more toward working for a large company should understand how attendance and punctuality habits developed during high school will pay off later in life.

17

Gain employer instructor verification of completed skill development and project activities

This step should occur automatically as the student achieves agreed-on proficiencies and completes project products on the site. The Skill Development Record has a column the EI initials when a skill is learned and another to indicate the degree to which the student learned skills. Many onsite project activities have as their criteria "to the satisfaction of the employer instructor." Some of these will simply entail the EI's observing the student and signing that a task meets daily expectations. Others may involve checking a student's conclusions, testing the quality of a product and so forth. In any case, the employer instructor is the "teacher of record" in the community and should be directly involved in evaluating a student's work. Since the learning manager is formally responsible for crediting a student's project work, he or she should check the EI's evaluations against what staff know about the student from assessment and observations.

18

Complete project evaluation and recording for credit

This is a learning manager task which, whenever possible, should occur before the student's termination interview. In this way if the learning manager discovers something about the project's products that might require reworking, the student will have time to make revisions before the level is completed.

See "Projects," pages 266-273, for detailed explanation of how projects are evaluated and recorded for credit.

19 Record skill development activities for credit

When a student finishes a learning or skill building site, the Skill Development Record form with EI signatures verifying skills learned is passed to a clerical assistant for notation in the program's records.

20 Conduct termination interview with student and employer instructor

This interview occurs when the student and EI complete their final evaluations of each other (see page 325). In addition to discussing the student's site performance the ERS should try to steer this interview into some consideration of what the student's experiences might mean in terms of future career planning. After spending several weeks or more with the student, the employer instructor should be in a position to give valuable feedback on how the student's demonstrated capabilities relate to possible careers.

21 Support continued student site uses

Remarks for this step are basically the same as for the corresponding step in "Career Explorations" (see Item 20 of that section, page 166). Students will be using sites for more learning levels and project activities; they may choose additional explorations to follow up on new ideas gained during their most recent experiences; or they may want a skill building level to gain entry-level job skills. In any case, employer relations specialists and learning managers should always discuss with students their reasons and plans in terms of broader career and life goals.

COMPETENCIES

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COMPETENCIES

Competencies are those skills and tasks considered by the local community to be necessary for adults to function effectively in that community. Students demonstrate their competency in various skills (health, insurance, credit, automobiles, and so forth) to the satisfaction of community members with proven expertise in each competency area.

THE PURPOSES OF COMPETENCIES IN EBCE

The competencies are intended primarily to insure that students can meet their community's expectations for adult performance in the health-safety, economic, political, property, recreational and occupational aspects of daily living. To help students gain "survival level" proficiency in these areas EBCE identifies competencies, requirements and certification procedures that

1. incorporate input from the community in specifying essential skills
2. provide for adult/student interaction in learning experiences in the community itself
3. help students benefit from the knowledge and experience of working people in various fields, thereby also expanding their awareness of various career options and community resources
4. exercise student skills and responsibilities in dealing with various kinds of adults in different community settings
5. reinforce EBCE's emphasis on student initiative and follow-through on learning activities

THE PEOPLE INVOLVED

The learning resource specialist (LRS) is primarily responsible for supporting competencies and their certification by supplying resources and assistance as necessary and by recruiting and orienting competency certifiers.

343

Competency certifiers are individuals from the community knowledgeable in specific competency areas and willing to help students prepare for and complete competency objectives.

A planning or advisory group of community representatives should also be involved in identifying or reviewing which competencies are important for their particular community.

RELATIONSHIP TO INDIVIDUAL LEARNING PLANS

The certification process provides students with further opportunities to exercise their basic communications, reading and mathematics skills. Specific competency requirements may also overlap objectives from the Life Skills areas and, to some extent, Career Development.

While certification is a process that must be individually initiated and followed through by each student, the actual competencies themselves are not individually negotiated. Unlike activities, objectives and criteria for other learning strategies, competency certification by definition encompasses basic and necessary transactions that all young people must master; they are therefore unnegotiable in content.

EXPECTATIONS FOR STUDENTS

All students are required to complete thirteen competencies over the two years they are in the program. Since all are considered "essential to survival," students entering as seniors must complete all thirteen. Students must formally identify competencies they are working on and set expected target dates for completing each competency activity. They are also expected to contact certifiers, arrange for meetings, locate resources and so forth. The learning resource specialist and competency certifier play supportive roles in this process.

PLEASE NOTE: Each EBCE program should make use of competencies that reflect the living conditions and interactions unique to its particular community. Competencies ideally should be designated by representatives from the community best qualified to judge exactly what skills students should acquire. Similarly, criteria, procedures and resources appropriate to each competency should be reviewed for relevancy by community representatives. While the procedures for implementing competencies outlined in this section will work well for any program, some schools may choose to add or delete particular competencies depending on input from their own community, staff and students.

Steps to Follow

PLANNING COMPETENCY CERTIFICATION *page*

1 Agree on purposes, requirements and procedures for competencies *335*

2 Designate staff to oversee identifying competencies and implementing certification procedures *338*

3 Seek advice from community representatives to define competencies that reflect local needs *339*

4 Agree on student rights and responsibilities for competency certification *342*

5 Develop description of competencies and procedures into form usable by students and certifiers *344*

PREPARING CERTIFIERS, RESOURCES AND STUDENTS

6 Identify and recruit individuals in the community to serve as certifiers for each competency *345*

7 Orient competency certifiers *347*

8 Identify and gather information resources for each competency *347*

9 Establish recordkeeping system *349*

10 Prepare and print necessary forms and instructions *349*

11 Orient students to competencies and distribute competencies workbook *350*

CERTIFYING STUDENTS

12 Initiate student selection and scheduling of competencies *353*

13 Support student use of resources and preparation for competency certifications *354*

14 As necessary, arrange group and individual meetings among students and certifiers *354*

page

15 As necessary, provide certifiers with resources or space to conduct certification *355*

16 Initiate accountability consequences as necessary *355*

17 Record student certification in each competency *356*

18 Maintain regular contact with certifiers *356*

19 Periodically review usefulness of competency resources and hold meetings with certifiers and students *356*

SUMMARY OF COMPETENCY ROLES

CERTIFIER	*STUDENT*	*LEARNING RESOURCE SPECIALIST*
May help select, refine competencies		Provide orientation information to students and certifiers
	Select competencies to work on and project target dates for certification	Compile list of competency selections and target dates
Provide resources as necessary; may meet or talk with students about preparation	Review materials, attend seminar and/or interview certifiers as necessary	Contact certifier to provide seminar for groups of 6 or more; provide resource services
	Complete preparation for certification	May review work, suggest next steps
	Make appointment with certifier	May help with scheduling, particularly if there is a group of students ready
Meet with student, certify competency completion	Obtain certification signature and notify staff of completion	Monitor student target dates; make sure certifications are recorded

Planning Competency Certification

1 Agree on purposes, requirements and procedures for competencies

PURPOSES AND REQUIREMENTS

$(CE)_2$'s purposes and requirements for the competencies are summarized in the preview to this section on pages 331-332. Determining competency requirements appropriate for other communities will depend on several overlapping variables:

1. number of competencies agreed on as appropriate for your community
2. types and complexity of criteria decided on for certifying completion of each competency
3. length of time students will be participating in the program
4. number of certifiers available for each competency in comparison with number of students

These variables overlap. For example, you may select twenty competencies with very brief certification criteria that may be achieved in a year's time, or you may arrive at seven or eight competencies with more complex criteria that will entail longer periods of time. Similarly, if your program is intended as a single year experience open to several hundred students in a small community, you may have difficulty coordinating the numbers of competencies with each certifier's available time to insure all students complete what you expect of them.

To effectively certify many students for a number of different competencies, each competency should be as distinct and clearly specified as possible. When criteria and requirements for several competencies appear to overlap, confusion is generated among both students and certifiers, and the entire process of preparation and certification is complicated needlessly.

Other points to keep in mind when planning competencies and their requirements include the resources available for each competency and the procedures students follow for certification.

CERTIFICATION PROCEDURES

Detailed procedures for certifiers and students are listed on pages 348 and 351 of this section. The procedures you establish will impact how many competencies students will be able to complete, the criteria they will be able to meet and so forth.

The certification process is both an information exchange between students and knowledgeable adults in the community and a means of helping students understand how the concepts of accountability, negotiation and performance relate to their lives in the community. Although students receive program credit, certification is not simply a "test," but is rather a self-instructional process, in itself an essential part of the teaching/learning experiences that underlie all of EBCE.

Competency certification settings should be similar to situations in which the student will need competency skills in life:

1. The student should come in direct contact with adults in the community licensed or otherwise qualified to fulfill this role "for real" as part of their work.

2. The student is required to make an appointment with the designated adult and go to his or her place of business for the certification interview (although to save time a certifier may request a group certification meeting at the program learning center).

3. The evaluation of competency completion, even in instances where the competency behavior is simulated (as in first aid), is made on the basis of criteria specified and used by adults who normally make such judgments in society (for example, a Red Cross examiner, public health nurse or doctor).

4. Certification involves either situations the student normally encounters (for the physical health and automobile competencies, for example) or situations that simulate experiences the student is likely to encounter as an adult (for the income tax and voting competencies, for example).

Students do not "fail" competencies as long as they are willing to continue to learn and to try again. If, for instance, a loan officer responsible for certifying the credit competency does not feel the student has adequately demonstrated the procedure for loan applications, he or she simply sits down and talks to the student about what further learning is needed. Additional certification attempts may be made as soon as the student feels ready.

COMPETENCIES VERSUS MINI-COURSES

A final point to consider with respect to competencies and certification procedures is the nature of the learning students will experience. The competencies are fundamentally essential tasks and transactions all adults must be capable of performing--regardless of their educational background. Packing more information or events into a competency and its processes than are absolutely necessary can detract from the immediacy (and basic simplicity) of the competencies.

Staff, students and certifiers should not use the certification process for purposes other than those outlined in the criteria for each competency. However, opportunities for additional learning may be generated by student interaction with competencies and certifiers. Students are encouraged to follow through by developing other learning activities that can be implemented separately from the certification process.

"Mini-courses," tutorial sessions or special project activities may be sparked by student preparation for competencies (dealing, for instance, with more indepth knowledge of insurance, the subtleties of automotive mechanics or political processes). But these "mini-courses" are not attached to what a student must do for each competency. Similarly, while preparation for a competency frequently entails exercise (and perhaps additional learning) in certain basic skills (reading, mathematics, communications), the two kinds of learning should not combine to complicate the actual certification process. Instead, students and certifiers note any needs or interests a student might have and set up separate programs of study (possibly with the certifier as tutor, if he or she is willing and qualified).

The same reasoning applies to counseling interactions that might arise from certifier/student interaction. While expecting and hoping for such incidental effects as increased personal-social skills, staff again discourage turning a certification meeting into anything other than what it is intended to be. As in the case of basic skill or special interest learning, additional personal interaction may be negotiated distinct from certification.

CROSS-REFERENCE

See "Projects," pages 258-263 for discussion of how tutors, mini-courses and other more extensive activities are incorporated into EBCE student learning plans.

2

Designate staff to oversee identifying competencies and implementing certification procedures

Competency certification is essentially a process of students contacting and making use of community resource people for the purpose of learning and testing survival skills. A staff person should be designated to perform the planning, monitoring and support tasks necessary to help students. These tasks include

1. recruiting community certifiers
2. locating, obtaining, cataloguing and making accessible to students information resources for each competency
3. maintaining records of student competency certification
4. monitoring and assisting student work on competencies
5. assisting students and certifiers with scheduling when necessary
6. maintaining supportive contact with certifiers

At $(CE)_2$ the learning resource specialist performs these functions as part of generally supporting use of EBCE resources. Other staff people should also be familiar with the competencies to be able to suggest resources they might discover and to make suggestions for refinement of requirements or procedures.

CROSS-REFERENCES

A detailed role description of the learning resource specialist appears in "Personnel," Management & Organization, page 54; LRS duties in relation to competencies are also discussed later in this handbook in "Learning Resources," Item 3, pages 484-485.

3

Seek advice from community representatives to define competencies that reflect needs of the local community

The competencies encompass those specific skills a community perceives as critical to survival in it. It is important that they reflect the opinions and conditions of the local community. The workbook offered at the end of this section is designed so that separate competencies can be added or deleted if other programs choose.

A smaller rural community might, for instance, consider certain agrarian or forest management and survival skills important (fire fighting, dealing with animals, hunting safety). Communities with ready access to water recreation might think swimming important. An urban city might decide that navigating the metropolitan transit system is itself a survival skill. Many communities may rank bicycle maintenance and operation as an important skill.

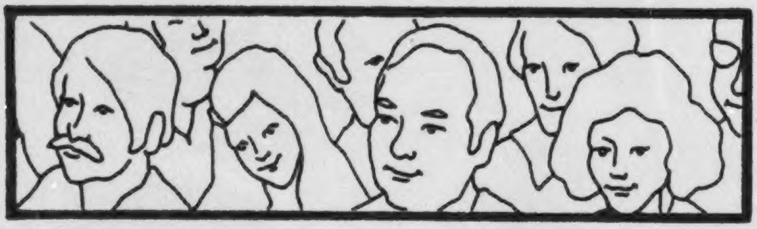
You may want to gather representatives from all parts of the community served by your program--parents, students, staff, businessmen, service agencies, workers, potential certifiers--to help decide the competencies that meet local needs. Doing this can develop a sense of community ownership beneficial to the program. Moreover, by linking competencies to prevailing community conditions, the program can arrive at a set of skills whose relevancy to daily life is obvious to the student.

You may choose simply to bring community people together to ratify and/or make suggestions for revising competencies defined by staff, or you may set up a series of task force meetings to modify and/or totally rewrite the competencies presented in this section. In either case, keep in mind the various points described in Item 1 for defining competencies and setting criteria.

DEVELOPING A SET

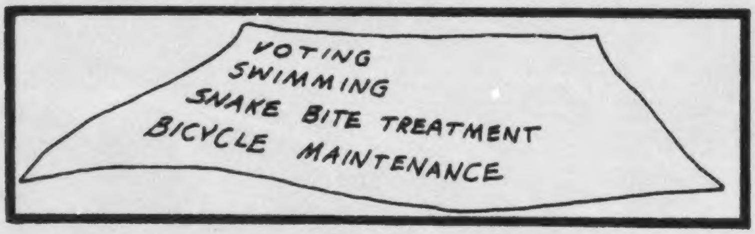
Staff and Selection Committee Steps

1



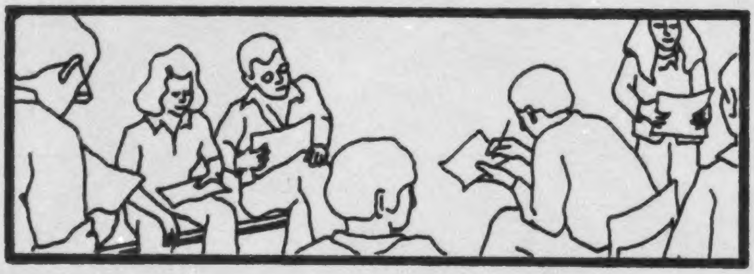
Identify essential skills needed by adults in your community by meeting together (selection committee is comprised of students, parents, teachers, workers from the community).

2



Decide how many competencies students can do and select those your community thinks are essential; decide what performance criteria are necessary for students to show they can do each competency.

3

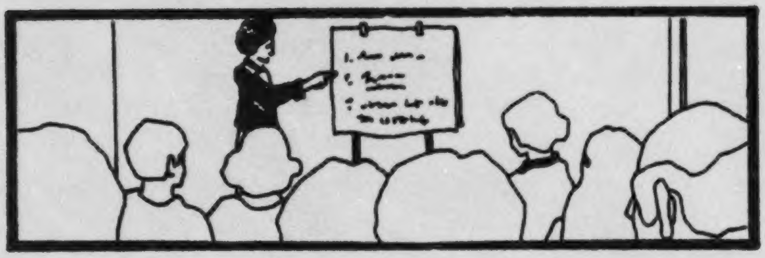


Review the details of each competency and write competencies in a form usable by students.

OF COMPETENCIES

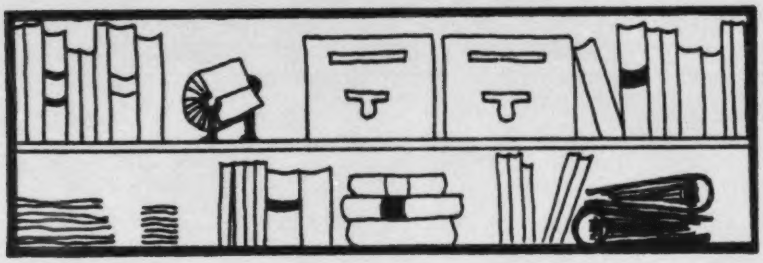
Staff Steps

4



Identify people to certify a student's performance in a given competency and provide certifiers with a clear idea of what's expected of them.

5



Make sure there are resources (people, places, things) students can use to prepare each competency; obtain materials and build reference files for student use.

6

Plan for a review of the content, process, resources and requirements after a period of use, then make any necessary changes.

4

Agree on student rights and responsibilities for competency certification

PROGRAM

Clearly specified accountability standards and consequences for student performance are necessary to make individualized competency certification work as a learning activity. Student accountability can be measured by several basic criteria:

1. the requirement that a certain number of competencies be completed each year
2. program policies concerning student performance, both in terms of personal behavior and learning progress
3. the program's intention that students be individually responsible for both preparation and certification for the competencies

To help students hold themselves accountable and to give staff a basis for monitoring student performance, students are asked at the beginning of the year to select and set target dates for the competencies they expect to complete that year. They then tell the learning resource specialist their expected schedule and begin preparing for the first competencies they have chosen.

Fundamental to EBCE is the belief that accountability standards must not only state program expectations but should also be responsive to individual differences in each student's learning style and rate. Thus, accountability standards are purposely general enough to allow individual freedom. Students are expected to

1. schedule target dates for completing competencies
2. keep their appointments with certifiers
3. obey the law and conduct themselves appropriately both in the community and at the learning center

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STAFF

Staff can make accountability realistic for each student by negotiating the consequences to follow when a student does not meet a program standard. Thus, when a student fails to meet projected target dates, the staff person in charge schedules a conference with the student to discuss time budgeting skills and agree on a course of action that will enable the student to better manage his or her learning responsibilities. The conference should result in both negotiation of new target dates and discussion of specific techniques the student might use to meet those dates. For instance, the student might choose to stay at the learning center a certain portion of each day to work on competency preparation. He or she may decide to make weekly contact with the staff person to make sure that the new learning and time management techniques are working.

CERTIFIERS

Certifiers should also help students maintain accountability standards. They can do this by simply refusing to grant certification to those students who are not prepared or whose performance or behavior is otherwise unsatisfactory. If the problem is serious enough, the certifier may notify a staff person, but this is not always necessary, since failure to receive certification causes the student to miss a target date and precipitates a conference for that reason. Repeated failure to meet target dates for any reason leads to additional conferences and further examination of the student's time budgeting, behavior and learning performance. These later conferences may also include parents and the program director.

At all times, consequences follow naturally from a student's actions. A student may fail to graduate or even be asked to leave the program, but these should always be consequences that occur directly as a result of the student's choice not to meet program standards.

CROSS-REFERENCES

For further discussion of accountability standards and procedures see "Learning Plan Negotiation," pages 77-91.

5

Develop description of competencies and procedures into form usable by students and certifiers

A workbook format organizes competency requirements and procedures so that all involved can understand them. $(CE)_2$ uses the workbook reprinted at the end of this section to orient and guide students and certifiers; it includes

1. steps for students to follow in certification
2. a general introduction to the competencies and their requirements
3. individual treatment of each competency in terms of activities and criteria, related resources and any special arrangements that may be necessary for certification

The workbook also includes worksheets for students to take notes on resources and additional information relevant to certification in a particular competency. For those programs whose communities have other or additional competencies (see Item 3, page 339), the workbook is designed so that specific competency pages may be removed or replaced.

Preparing Certifiers & Students

6

Identify and recruit individuals in the community to serve as certifiers for each competency

The learning resource specialist should oversee identification and recruitment of certifiers from the community for each competency. A list of suggested certifiers for $(CE)_2$'s competencies is displayed on the following page.

The initial recruiting of certifiers is made much easier if the learning objectives and activities for each competency are spelled out and positions or titles of qualified certifiers are suggested. For this reason it is useful to take along the competencies workbook for the certifier to review and keep for reference.

The personal approach between individual certifiers and staff works best for both recruiting and orienting certifiers. The LRS can visit certifiers at their businesses during the recruitment process and again to discuss specific learning activities. Often, certifiers will suggest other people who can be certifiers as well. Problems arise, and solutions are more easily found if the certifier and staff member can talk about it on a personal basis. Using community representatives to help plan the competencies (see Item 3, page 339) can also serve as a recruiting short cut. People involved in planning may volunteer as certifiers or suggest names of other people to contact.

Remember also that while certifiers should be "expert" in their fields, they need not necessarily be employed by or formally associated with businesses or institutions in a given competency area. Many parents, for instance, may be quite adept at automobiles or income taxes and may be fine certifiers even though their employment may be in other areas altogether. At the same time, however, you must be careful that a certifier's expertise is somehow recognized by community standards. Otherwise you can run into problems concerning the validity of a certifier's evaluation of student performance.

$(CE)_2$'S COMPETENCIES AND SUGGESTED CERTIFIERS

	COMPETENCY	*SUGGESTED CERTIFIERS*
1.	transact business on credit	bank official, credit union and finance company personnel
2.	maintain a checking account	bank official
3.	provide adequate insurance	insurance agent
4.	file income taxes	tax official
5.	budget time and money	home economist
6.	maintain physical health and leisure time	PE teacher, recreation leader, "spa" staff member, doctors, nurses
7.	respond to fire, police and physical health emergencies	fire and police officials
8.	participate in the electoral process	city recorder
9.	understand local government	local government officials
10.	explain legal rights and responsibilities	attorney, legal aid society, court room personnel
11.	make use of public agencies	city or county clerk, other government officials, League of Women Voters
12.	apply for employment and hold a job	employer
13.	operate and maintain an automobile	police officer, mechanic, driving instructor

7

Orient competency certifiers

After recruiting certifiers, orient them either individually or as a group to insure their understanding of the competencies and the certification procedures. The checklist on the following page recommends steps for certifiers to follow and may serve as a useful orientation device. Certifiers should also be given the workbook used by students, or at least a copy of their competency and the certifier checklist.

Certifiers quickly learn that they decide how to hold certification sessions. If special materials or resources are required, the learning resource specialist provides the necessary support. If several certifiers are recruited to handle a particular competency, they may wish to meet together with the LRS to agree on a structure for certification sessions.

8

Identify and gather information resources for each competency

Staff, certifiers and students should all cooperate in collecting materials for the competency resource file. Materials such as first aid manuals, tax information and consumer literature are often available for free and can easily be stored in file cabinets at the program's learning center. Students themselves might seek out and acquire some resources as part of their orientation to the community. This can be particularly helpful if staff time for such tasks is limited.

Other materials accessible at community sites (at a certifier's place of business, the local library and so forth) should be referenced at the learning center. The list at the end of the attached workbook suggests resources and agencies to contact for each of the competencies. A card file of some sort will help students locate names, addresses and scheduling information about specific certifiers.

CERTIFIER STEPS TO CONSIDER

1. Familiarize yourself with the general steps students follow for certification (listed in the workbook).

2. Review the description, requirements and arrangements for your particular competency (outlined in the workbook).

3. Ask staff about resources for your particular competency available to students at the learning center.

4. Consider possible modifications or improvements in the resources (including other people) or procedures for your competency.

5. Give staff a list of the times you are free to

    a. meet with students in preparation seminars (optional)

    b. talk to students over the telephone about specific problems (optional)

    c. meet with students to certify their completion of the competency requirements

6. If possible, invite students to your place of business either to study materials you have there or to complete their certification.

7. Interact with students for preparation or certification.

8. If you choose, "pretest" students either over the telephone or in person to make sure they are on the right track.

9. Agree with students on time and place for final certification.

10. Evaluate the student's performance of competency tasks.

11. If performance meets your standards, sign the certification form in the back of the student workbook.

12. If performance is unsatisfactory, explain this to the student, discuss further preparation needs and schedule an appointment for another try.

13. Review for yourself the effectiveness of your interactions with students and make any suggestions you can for improving certification procedures.

9 Establish recordkeeping system

The learning resource specialist should have some kind of system for recording expected target dates for competencies, as well as for keeping track of those completed. Forms should be provided to students for obtaining certifier signatures and a procedure outlined whereby completion of each competency is noted in the program's master records. (See the last pages of the competency workbook for a form students may use to obtain certifier signatures.)

10 Prepare and print necessary forms and instructions

Aside from whatever forms your master records require, all the necessary materials for competencies and the certification procedures appear in the competencies workbook. Consider obtaining enough workbooks to be able to give them to certifiers as well as students. You may also wish to reproduce the certifier checklist on the facing page and give copies to each certifier.

11 Orient students to competencies and distribute competencies workbook

The competencies workbook reprinted at the end of this section can be used as a guide for orienting students. A workshop format is a useful structure for orientation, as it provides a relaxed atmosphere in which students and staff can comfortably exchange ideas and assimilate information. Students should understand two important things about certification:

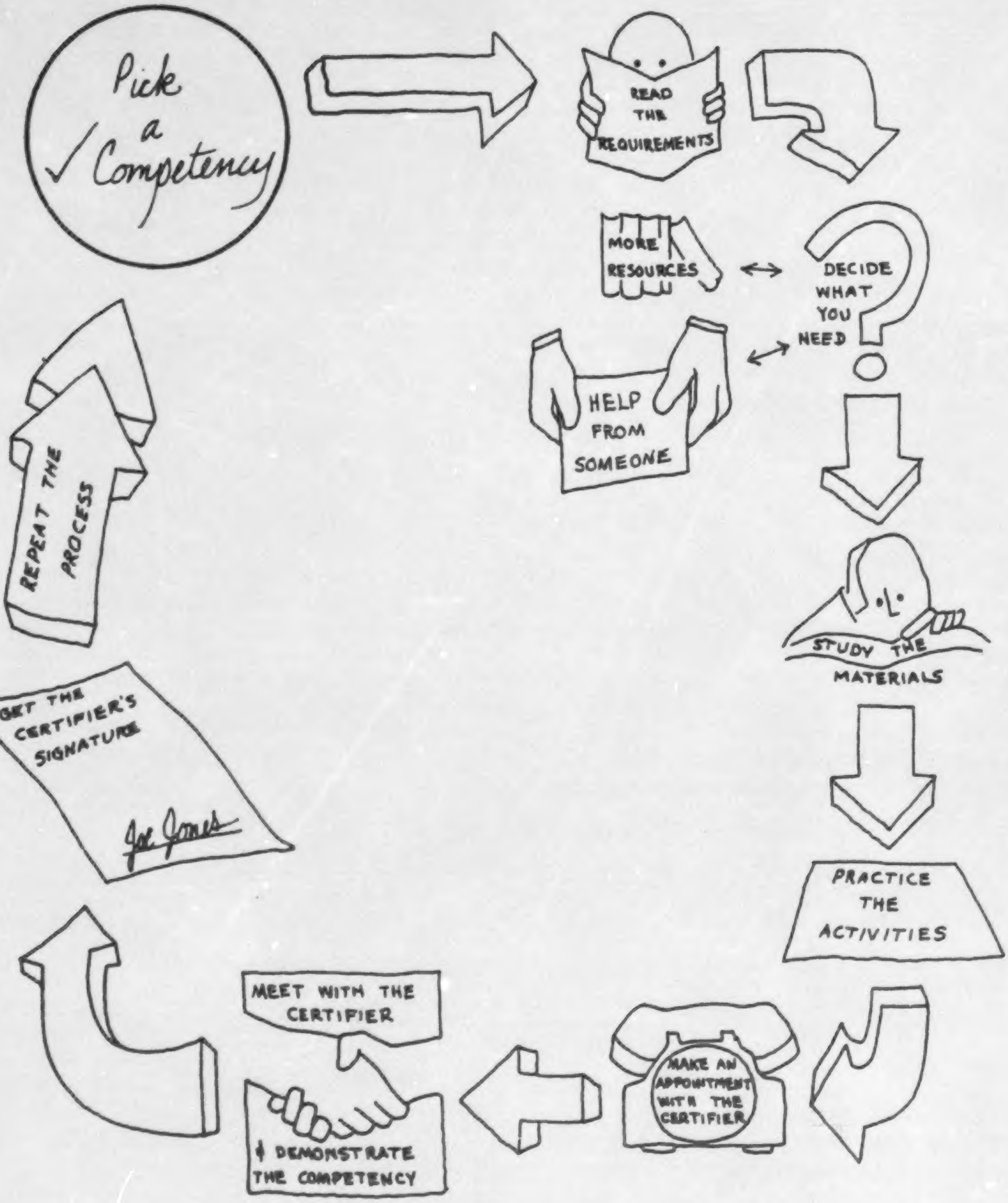
1. Students are expected to initiate and follow through on their own certification processes, including
    a. scheduling target dates and meeting with certifiers
    b. obtaining necessary supportive resources to prepare for certification
    c. as necessary, arranging for transportation to the places of certification
    d. maintaining contact with staff regarding target dates, resource needs and any changes in proposed certification times.
2. The content of individual competencies is not negotiable; the competencies are considered essential survival skills that all students must acquire. Flexibility and individualization are allowed for in the certification procedures (that is, scheduling, use of resources and interaction with certifiers) and not in terms of the criteria to be met.

The student steps to follow reprinted on the next page also appear in the competencies workbook and should be discussed during orientation.

STUDENT STEPS TO FOLLOW

1. **Read through the workbook to find out what you need to do and where information can be found.**
2. **Plan a schedule for completing all the competencies within your time limits. Set target dates for completing each one. Record certifier names, titles and target dates on the "Competency Certification" page of the workbook.**
3. **Tell the staff person in charge what your target dates are.**
4. **Read carefully the instructions for each competency as you prepare for it. If you do not understand clearly what you are expected to do, ask someone to explain.**
5. **List appropriate resources in the "Resources" section of each competency.**
6. **Study the necessary materials carefully.**
7. **Practice the activities you will have to perform for certification.**
8. **Work with other students to plan appointments and transportation when certifiers prefer to work with groups of students.**
9. **Make an appointment with the certifier and let the staff person in charge know.**
10. **Plan transportation carefully so that you are sure to arrive on time.**
11. **Take the workbook with you and have the certifier sign on the "Competency Certification" page.**
12. **Follow steps 3 through 11 for each competency, trying to keep closely to target dates for completion of your original plan.**

STUDENT CERTIFICATION PATH FOR COMPETENCIES


Pick a ✓ Competency
READ THE REQUIREMENTS
MORE RESOURCES
DECIDE WHAT YOU NEED
HELP FROM SOMEONE
STUDY THE MATERIALS
PRACTICE THE ACTIVITIES
MAKE AN APPOINTMENT WITH THE CERTIFIER
MEET WITH THE CERTIFIER
& DEMONSTRATE THE COMPETENCY
GET THE CERTIFIER'S SIGNATURE
Joe Jones
REPEAT THE PROCESS

Certifying Students

PLEASE NOTE: As procedures for each competency may vary considerably you should compare the general comments made in this section with specific information given for individual competencies in the competencies workbook.

12

Initiate student selection and scheduling of competencies

This step should follow directly after student orientation to the competencies (see Item 11). Students draft target dates for all the competencies they intend to complete during the year so that they can begin budgeting their time accordingly. Keeping a list of target dates for all students can help the staff person in charge make sure there are resources and certifiers available.

Make sure students understand the competencies can be done in any order comfortable for them and they can be working on several at a time. Also encourage them to map out their timelines for completing competencies in some visual way that makes it obvious to them how their time must be budgeted. Students should keep in mind that some certification appointments will have to be planned around certifier workloads. For example, a certifier who is a tax consultant might not wish to take time for students during the first part of the year when tax returns are due. This kind of information should be stated on the certifier information cards kept by the learning resource specialist. Students should also understand how to handle transportation arrangements for getting to various places for certification.

CROSS-REFERENCES

$(CE)_2$'s transportation provisions are discussed in "Business Management," Management & Organization, pages 129-135.

A time-planning chart appears on the inside back cover of the competencies workbook.

13

Support student use of resources and preparation for competency certification

Students should be able to use most competency resources at the program's learning center. Where materials are located in the community, references should state clearly how students access and use them. Procedures for checking out and returning resources should also be explained. Learning center files should be arranged to reflect individual competency requirements.

As preparation requirements will vary for each competency the student's workbook should identify steps needed to prepare for each one. Students handle their own preparation, but staff should monitor their progress and made suggestions as necessary. If certifiers offer preparatory sessions, staff may be involved in scheduling those sessions to insure effective use of both student and certifier time. Keep preparation sessions with certifiers to a minimum, and preferably schedule them for groups of students. Remember, certifiers are not instructors. Some initial contact with them may give students shortcuts for preparing to pass a competency, but such contacts should not become instructional seminars. (Suggested resources appear in the competencies workbook.)

14

As necessary, arrange group and individual meetings among students and certifiers

Students are responsible for arranging their own certification sessions. However, a certifier may prefer meeting with groups of students and ask the staff member to help coordinate numbers of students and places to meet. The same holds true for any preparatory sessions: when necessary, staff should be ready to assist in logistics, but students have first responsibility.

15 As necessary, provide certifiers with resources or space to conduct certification

Keep in touch with certifiers, ask their advice on resource usefulness and give them suggestions for resources that might work well with students. Certifiers may require assistance in obtaining specific materials for certification--for example, multiple copies of a quiz, audiovisual equipment and so forth.

Sometimes, certifiers will prefer not to hold certification at their places of business. Staff will then have to arrange either other places in the community or space at the learning center. This often happens when groups of students are to be certified at the same time and the certifier's place of business has no meeting space to accommodate them.

16 Initiate accountability consequences as necessary

Accountability has already been discussed in Item 4, (pages 342-343). At this point, it is important to remember that accountability conferences and decisions about consequences should be made as quickly as possible. Students are working individually on competencies and should not stray too far off a productive track without some feedback from staff or certifiers. Postponing doing something about an accountability problem can needlessly jeopardize a student's general progress in the program.

17

Record student certification in each competency

See the "Competency Certification" form in the student workbook for one method of recording certifier signatures. There should also be a regular system for noting certification signatures into the program's master records so that the workbook form is not the only record of a student's progress.

18

Maintain regular contact with certifiers

Keeping in touch with certifiers generally facilitates the coordination and accountability/monitoring tasks staff must perform. Certifiers may also suggest useful certification techniques or methods of dealing with students. Regular contact keeps the learning resource specialist up to date on both problems and rewards of the entire system of competency certification. (Here also a log system can help the LRS keep track of the many different certifiers who are contacted.)

19

Periodically review usefulness of competency resources and hold meetings with certifiers and students

As competencies and certification procedures are designed to match the needs of the local community, staff should review their usefulness regularly with those community adults who work with the competencies--the certifiers. Asking students also to participate in such a review not only substantiates their sense of program involvement, but it can also stimulate some refreshing exchanges of ideas. If a group meeting is not feasible, staff and students might devise a questionnaire to collect certifier recommendations. The following pages display some typical problems and solutions discussed at a $(CE)_2$ review meeting.

NOTES ON MEETING WITH CERTIFIERS

(See also summary on following page.)

PROBLEMS PERCEIVED	*POSSIBLE SOLUTIONS*
One certifier wants more personal contact and practical application, rather than reliance on study and testing.	Try a training session or seminar at community site or at learning center.
Certifiers need clearer specifications as to what students are expected to know.	The LRS will review folders on each competency with certifiers and get their further advice.
Sometimes several students turn in identical work. How does a certifier know if they have really done the work.	The certifier could question students orally before certification to ascertain their levels of understanding.
It is sometimes difficult for certifiers to work large groups of students into their business schedule.	Use seminars; start students on competencies early in the year; adjust their schedules to match peaks and valleys of work demands.
Certifiers want more precise feedback from students as to interest and competence. Too many students seem to be doing the competencies just to get certified.	How about some process-oriented conferences? Perhaps counseling could be expanded in this area; some certifiers would like to participate in this.
Certifiers wish to have the right to deny certification if performance is not satisfactory.	They have it! This should be clarified for all certifiers.
The learning engendered and measured by the competencies is too limited in scope.	Certifiers can suggest to staff that further work be negotiated with the student; all adults should try to follow through more.

SUMMARY

The problems above were stated specifically by at least one certifier, and often agreed to by several certifiers. Staff perceived two common threads of frustration running through the comments. First, certifiers want to contribute their time and effort, but they want to spend it really helping students learn something; too often they feel they are merely rubber stamps. Second, the competencies are too limited in scope and need to be expanded somewhat so that the students gain a better understanding of the area covered by the competency.

Staff were impressed by the interest and involvement of the certifiers, by their genuine desire to teach and help students. In fact, almost all the problems mentioned derive from what they experience as the frustration of this motive. It is a highly desirable attitude that $(CE)_2$ should reinforce by a careful consideration of the certifiers' opinion about the competencies.

If it is decided that the general scope of the competencies should remain unchanged, then it would be desirable to expand certifier involvement in the program. One way this can be done is to utilize them as special placement resources for individual project work. This would increase the site resources available to students and give certifiers the opportunity for the greater personal involvement with students that they desire. (See "Projects," page 211.)

STUDENT WORKBOOK FOR THE COMPETENCIES

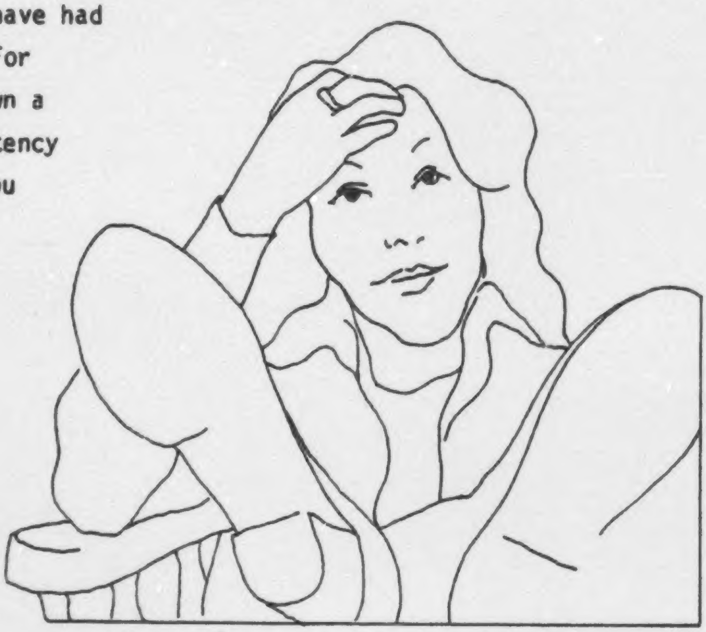
On the following pages is reproduced a revised version of the workbook $(CE)_2$ students currently use while working on their individual competencies requirements. To save space, the covers of the workbook have been deleted.

What Are The Competencies?

The competencies are skills and tasks that you should be able to perform to function effectively in today's society. They are not necessarily "good," but they are important. They will acquaint you with other skills and information you may use the rest of your life. Success in these skills will make it easier for you to become independent, self-reliant, self-confident and legally responsible for your own actions.

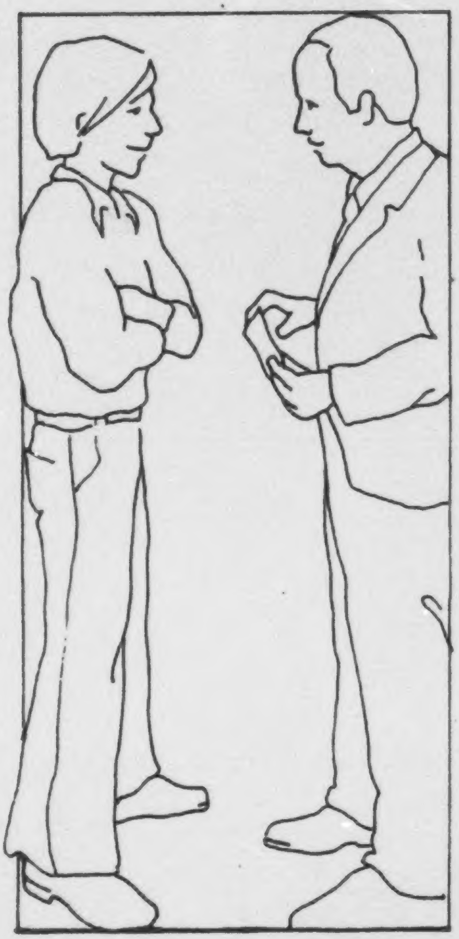
Some of the competencies involve situations you already encounter in your daily life. For example, you have had some experience in the area of maintaining physical health, so you might choose to demonstrate this competency without doing any additional preparation. You need to check out how this competency is done, however, because you will want to know the specific activities called for. Other competencies involve situations that you have not experienced. You may not have filed income tax before, but you will need this skill in the near future.

One more thing. Some of these competencies ask you to invent facts and information as if you have had certain experiences. For example, you may not own a car now. On the competency that assumes you do, you are free to take information about the car either from a friend, your family or the car you would own if you had one. This is called "hypothetical information." Watch for it.



Who Evaluates Your Performance?

Your performance on the competencies will be evaluated or certified (remember when they were called "grades"?) by people working in the community. We're going to call these people your certifiers. They are people who in their daily work are directly involved in the issues dealt with by the competencies. We assume that they already have the skills, know the tasks and understand the information that you are going to learn from these competencies. It is important to realize that the certifiers are your teachers for the competencies. All of these people should welcome your questions. You should feel free to ask them about anything that confuses you concerning your work.



What Do You Do?

The competencies have been selected because they represent skills important or necessary to live successfully in modern society. For this reason, you are expected to take most of the initiative in

1. locating the materials you need to complete each competency
2. making appointments with certifiers
3. planning your time, making and keeping appointments and arranging your transportation
4. successfully completing the requirements of the competency
5. obtaining the signatures of certifiers when you have completed the requirements

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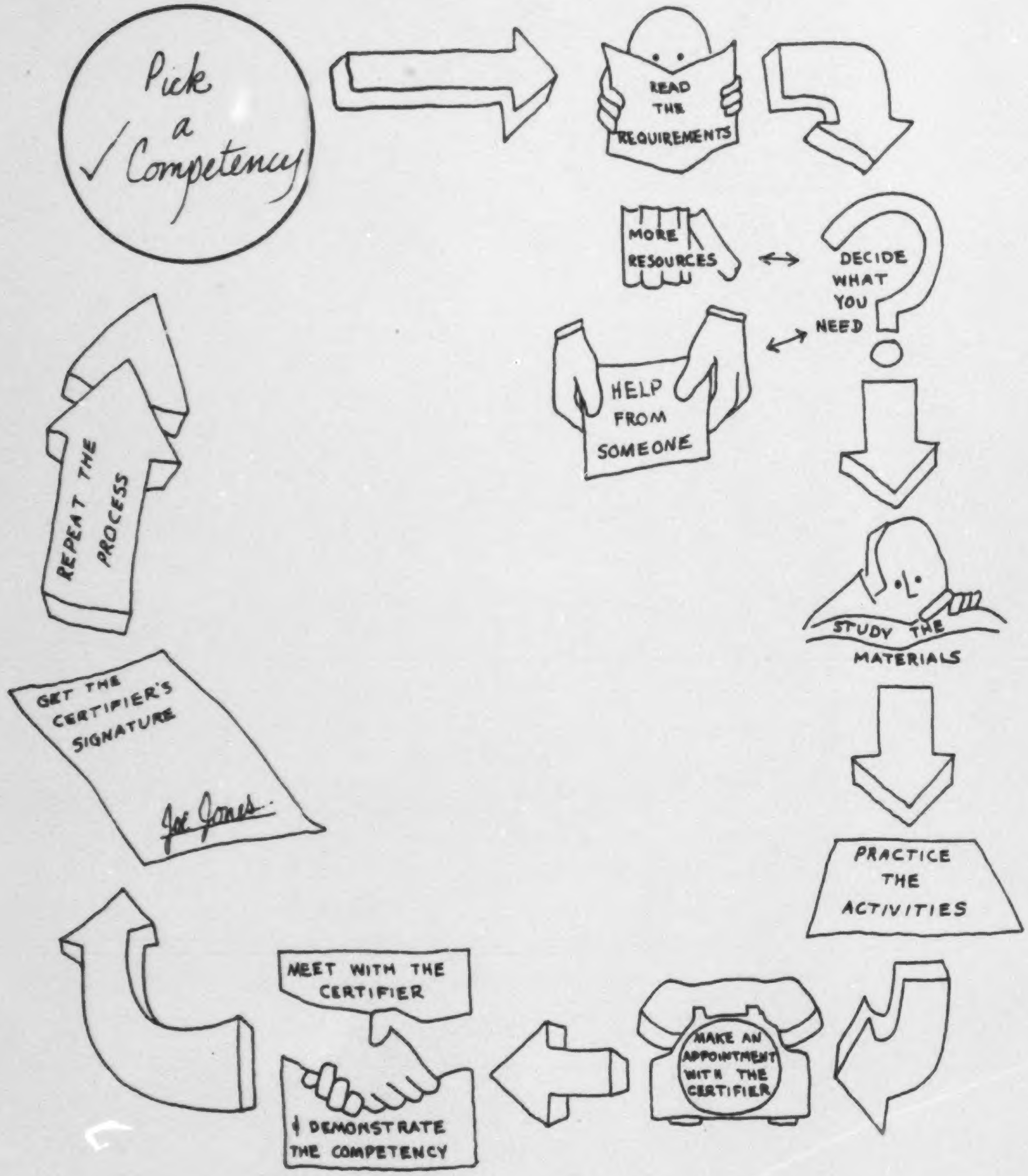
The Competencies


Pick a ✓ Competency
READ THE REQUIREMENTS
MORE RESOURCES
DECIDE WHAT YOU NEED
HELP FROM SOMEONE
STUDY THE MATERIALS
PRACTICE THE ACTIVITIES
MAKE AN APPOINTMENT WITH THE CERTIFIER
MEET WITH THE CERTIFIER
& DEMONSTRATE THE COMPETENCY
GET THE CERTIFIER'S SIGNATURE
Joe Jones
REPEAT THE PROCESS

How Do You Locate Materials?

All names, addresses and telephone numbers of competency certifiers can be listed on the "Competency Certification" sheet at the back of this workbook. Materials necessary for an understanding of each competency can be listed in the "Useful Resources" section for each competency in this workbook. You should be familiar with these materials before seeing the certifier. After you have thoroughly studied the materials, you should arrange a meeting with the certifier. If group meetings are arranged, be sure to let the certifier know how many of you are coming. It is very important that you keep the appointments you make.

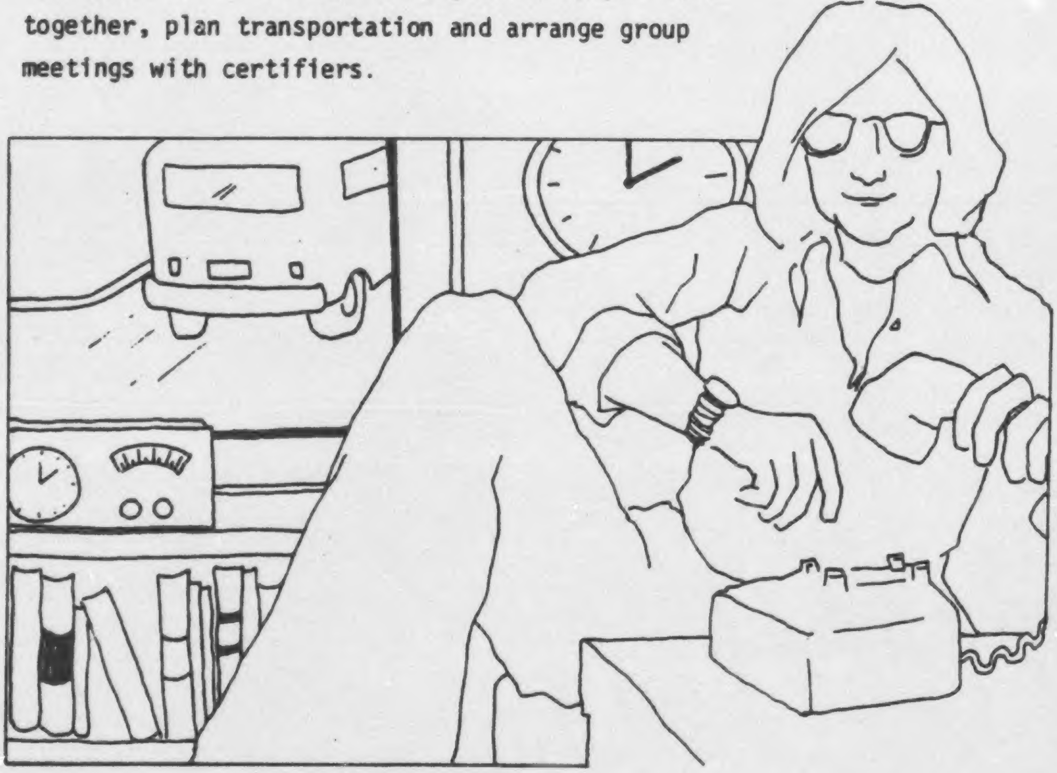
Where Is Competency Certification Recorded?

Make sure you bring this workbook with you to competency sessions. After understanding and completing a competency to the satisfaction of the certifier, have the certifier sign the "Competency Certification" sheet. It is your responsibility to be sure the certifier signs your workbook in the proper place and enters the date of successful completion. It is like making sure your employer signs your paycheck if you want to cash it!

Planning For Competencies

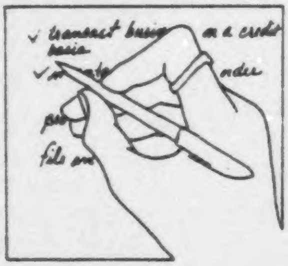
First, you must plan your schedule concerning the competencies. A blank planning form is printed on the inside back cover of this workbook. You should estimate how long it will take you to complete each competency before your schedule will be convenient for the certifier and practical for you. Often you can work on several competencies at the same time if you do some careful planning. Remember, however, that it is probably impossible to get all the competencies completed in a short period of time. Also, don't expect your certifiers to be available at a moment's notice. Like you, they have many other responsibilities.

After other students have made their schedules, a master list can be compiled. This list will have all the students' names under each competency. Each student's schedule for completion will also be listed. Use the master list to advantage to help you work together, plan transportation and arrange group meetings with certifiers.



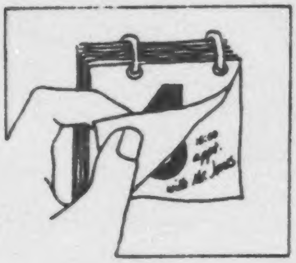
Points To Remember

1. Your performance on the competencies is evaluated by working adults in the community. They are experienced in their fields--you should feel free to ask them any questions you might have.

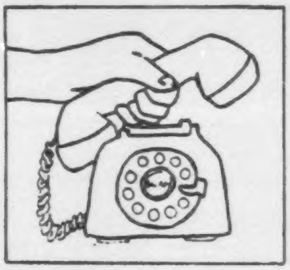


transact busin on a credit basis

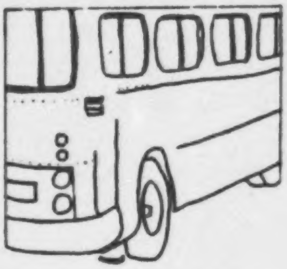
2. Your schedule is important and should be followed closely. It is extremely difficult to finish a great number of competencies at one time. It is unreasonable to expect that certifiers will be able to see you at a moment's notice.



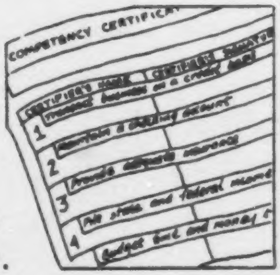
3. It is your responsibility to make and keep appointments with certifiers. For some competencies you may need to coordinate with other students for group appointments.



4. If you are unable to keep an appointment with a certifier because of some emergency, you must call the certifier to make new arrangements.



5. Whenever it is appropriate, group meetings can be arranged for several students and transportation arrangements shared.



6. Names. titles and phone numbers of certifiers should be listed on the "Competency Certification" form in the back of this handbook.

7. Certifiers will sign the "Competency Certification" form as you satisfactorily complete each competency.

The competencies are listed on the following pages. Follow the steps below and as you start to work on each competency, fill in "Resources" and "Arrangements" when you get the necessary information.

STUDENT STEPS FOR CERTIFICATION

1. Read through the workbook to find out what you need to do and where information can be found.
2. Plan a schedule for completing all the competencies within your time limits. Plan dates for completing each one. Record certifier names, titles and telephone numbers on the "Competency Certification" page of the workbook.
3. Tell the staff person in charge what your expected completion dates are.
4. Read carefully "What You Do" and "How You Do It--Specific Activities" for each competency as you prepare for it. If you do not understand clearly what you are expected to do, ask someone to explain.
5. List useful resources on the space provided at the end of each competency description.
6. Study the necessary materials carefully.
7. Practice the tasks you will have to perform for certification.
8. Work with other students to plan appointments and transportation when certifiers prefer to work with groups of students.
9. Make an appointment with the certifier and let the staff person in charge know.
10. Plan transportation carefully so that you are sure to arrive on time.
11. Take the workbook with you and have the certifier sign on the "Competency Certification" page.
12. See that the competency certification is entered in the master records of your program.
13. Follow steps three through twelve for each competency, trying to keep closely to your schedule for completion of your original plan.

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1

Transact Business On A Credit Basis

CREDIT
APPLICATION

WHAT YOU DO

☐ Show a thorough knowledge and understanding of the terms, conditions and interest rates that go along with using a bank credit card.

☐ Satisfactorily complete a standard installation contract for a purchase of $300 or more and compute the cost to you in interest if you pay it in one year.

HOW YOU DO IT--SPECIFIC ACTIVITIES

1. Explain to the satisfaction of a certifier the terms and conditions of the bank's credit card, including credit limits and interest charges.
2. When presented with hypothetical or real information about your income and current debts, complete an installment contract to the satisfaction of a certifier.

RESOURCES YOU USE

A. Certifier:

B. Materials: See resources list in the back of this workbook. Materials must be studied before meeting with the certifier.

ARRANGEMENTS YOU MAKE

Activity 1

Your schedule for completion:

Appointment with certifier:

Number of students participating:

Transportation:

Activity 2

Your schedule for completion:

Appointment with certifier:

Number of students participating:

Transportation:

USEFUL RESOURCES AND GENERAL NOTES

2

Maintain A Checking Account

NEW
ACCOUNTS

WHAT YOU DO

☐ Follow the specified procedures for opening an account at a commercial bank.

☐ Balance a checkbook and reconcile the check register, cancelled checks and bank statement.

HOW YOU DO IT--SPECIFIC ACTIVITIES

1. Make an application for opening a checking account to the satisfaction of a certifier.
2. Demonstrate to the satisfaction of the person to whom you pay the money the ability to write a check.
3. Demonstrate a basic understanding of checking account procedures to the satisfaction of a certifier.

RESOURCES YOU USE

A. Certifier:

B. Materials: See resources list in the back of this workbook. Materials must be studied before meeting with the certifier.

ARRANGEMENTS YOU MAKE

Activity 1

Your schedule for completion:

Appointment with certifier:

Number of students participating:

Transportation

Activity 2

Your schedule for completion:

Appointment with certifier:

Number of students participating:

Transportation:

Activity 3

Your schedule for completion:

Appointment with certifier:

Number of students participating:

Transportation:

USEFUL RESOURCES AND GENERAL NOTES

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Provide Adequate Insurance For Yourself, Family And Possessions

WHAT YOU DO

IN
CASE OF
FIRE
BREAK
GLASS

☐ Decide to your satisfaction if regular insurance or some alternative insurance better fits your needs.

☐ Select an appropriate life insurance plan or outline your alternative insurance plan to a certifier.

☐ Select an appropriate health insurance plan.

☐ Select appropriate automobile and property insurance plans.

HOW YOU DO IT--SPECIFIC ACTIVITIES

1. Given hypothetical information about family members, possessions, income and age, explain the conditions of the plan for each category of insurance (health, life, automobile and property insurance plans) to the satisfaction of an insurance agent.

   OR

   Given the same information as above, explain the conditions of your alternative insurance to the satisfaction of a certifier who does not have regular insurance.

RESOURCES YOU USE

A. Certifier:

B. Materials: See resources list in back of this workbook. Materials must be studied before meeting with the certifier.

ARRANGEMENTS YOU MAKE

Activity 1

Your schedule for completion:

Appointment with certifier:

Number of students participating:

Transportation:

USEFUL RESOURCES AND GENERAL NOTES

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4

File State And Federal Taxes

WHAT YOU DO

☐ Complete a W-2 withholding form.

☐ Complete a state income tax form.

☐ Complete long and short federal income tax forms.

HOW YOU DO IT--SPECIFIC ACTIVITIES

1. Given hypothetical information on income, occupation, interest payments, family deductions, property and age, complete the required tax forms to the satisfaction of an income tax official. If you have a job, use your own information for all of the required forms except the long federal form.

RESOURCES YOU USE

A. Certifier:

B. Materials: See resources list in back of this workbook. Materials must be studied before meeting with the certifier.

ARRANGEMENTS YOU MAKE

Activity 1

Your schedule for completion:

Appointment with certifier:

Number of students participating:

Transportation:

USEFUL RESOURCES AND GENERAL NOTES

5

Budget Time And Money Effectively

LOAN PAYMENT
INSURANCE
TIME
RENT
CLOTHING

WHAT YOU DO

☐ Plan a one-week schedule of activities.

☐ Plan a household budget.

HOW YOU DO IT--SPECIFIC ACTIVITIES

1. Plan, carry out and record a schedule for a period of seven days. The plan must include all activities you do, and the record you keep must be completed to the satisfaction of the certifier.

2. Using your own family and household for basic information or using hypothetical data you make up, plan a budget for three months to the satisfaction of a certifier. You must know about gross and net income and have these facts incorporated in the family and household budget before meeting with the certifier.

RESOURCES YOU USE

A. Certifier:

B. Materials: See resources list in the back of this workbook. Materials must be studied before meeting with the certifier.

ARRANGEMENTS YOU MAKE

Activity 1

Your schedule for completion:

Appointment with certifier:

Number of students participating:

Transportation:

Activity 2

Your schedule for completion:

Appointment with certifier:

Number of students participating:

Transportation:

USEFUL RESOURCES AND GENERAL NOTES

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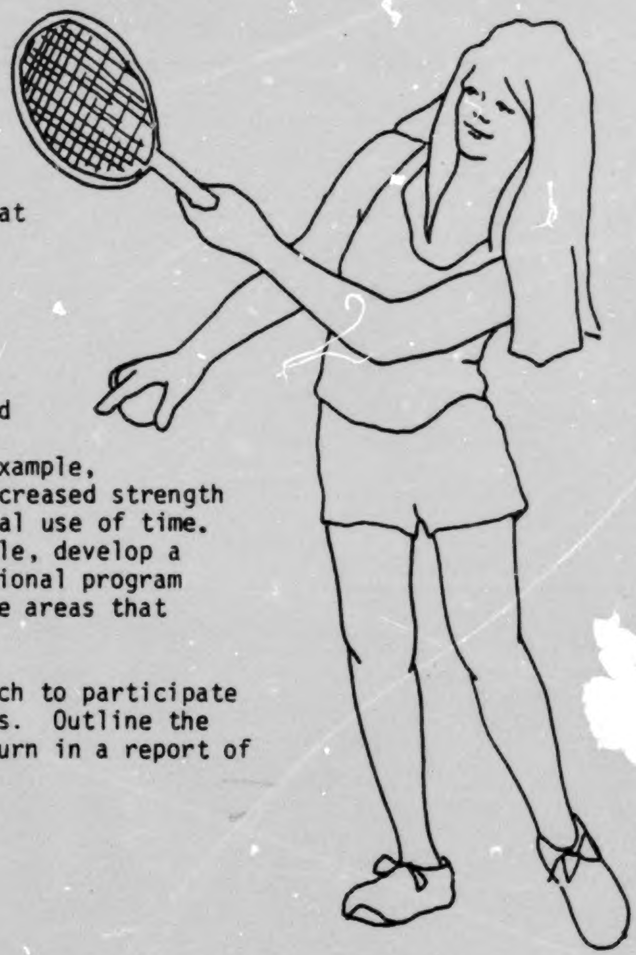
5

Maintain Good Physical Health And Make Effective Use Of Leisure Time



WHAT YOU DO

☐ Develop and follow a fitness program that suits your physical needs.

☐ Participate in activities that are recreational to you.

HOW YOU DO IT--SPECIFIC ACTIVITIES

1. Given an assessment of your physical needs by a qualified person, identify your health and recreation needs: for example, weight reduction or gain, increased strength and endurance and recreational use of time. Based on this physical profile, develop a physical fitness and recreational program leading to improvement in the areas that need improvement.

2. Select two activities in which to participate over a period of three months. Outline the plan and when you are done turn in a report of the activities.

RESOURCES YOU USE

A. Certifier:

B. Materials: See resources list in the back of this workbook. Materials must be studied before meeting with the certifier.

ARRANGEMENTS YOU MAKE

Activity 1

Your schedule for completion

Appointment with certifier:

Number of students participating:

Transportation:

Activity 2

Your schedule for completion:

Appointment with certifier:

Number of students participating:

Transportation:

USEFUL RESOURCES AND GENERAL NOTES

Respond Appropriately To Fire, Police And Physical Health Emergencies

WHAT YOU DO

☐ Demonstrate a knowledge of fire prevention and effective action in fire emergencies.

☐ Show a knowledge of procedures if you had to act in an emergency situation.

☐ Pass a basic first aid test.

HOW YOU DO IT--SPECIFIC ACTIVITIES

1. Outline emergency fire procedures to the satisfaction of a certifier.
2. Explain to the satisfaction of a certifier appropriate action that you could take in at least five emergency situations.
3. Participate in a first aid class or seminar.

RESOURCES YOU USE

A. Certifier:

B. Materials: See resources list in the back of this workbook. Materials must be studied before meeting with the certifier.

ARRANGEMENTS YOU MAKE

Activity 1

Your schedule for completion:

Appointment with certifier:

Number of students participating:

Transportation:

Activity 2

Your schedule for completion:

Appointment with certifier:

Number of students participating:

Transportation:

Activity 3

Your schedule for completion:

Appointment with certifier:

Number of students participating:

Transportation:

USEFUL RESOURCES AND GENERAL NOTES

8 Participate In The Electoral Process

WHAT YOU DO

☐ Complete a voter registration form and complete local, state and federal ballots.

☐ Show an understanding of the issues involved in a ballot measure.

☐ Demonstrate an understanding of the process involved in the resolution of an issue in your life and activities.

HOW YOU DO IT--SPECIFIC ACTIVITIES

1. Given hypothetical information about age, occupation and residence plus information about candidates, complete the registration and ballot forms to the satisfaction of a certifier.
2. Given two kinds of ballot measures, discuss your analysis of the pros and cons to the satisfaction of the certifier.
3. Select an issue in your community or school and explain your position on that issue to the satisfaction of a certifier.

RESOURCES YOU USE

A. Certifier:

B. Materials: See resources list in the back of this workbook. It is very important that you study the ballot measures before attempting to be certified.

ARRANGEMENTS YOU MAKE

Activity 1

Your schedule for completion:

Appointment with certifier:

Number of students participating:

Transportation:

Activity 2

Your schedule for completion:

Appointment with certifier:

Number of students participating:

Transportation:

Activity 3

Your schedule for completion:

Appointment with certifier:

Number of students participating:

Transportation:

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USEFUL RESOURCES AND GENERAL NOTES

Understand The Basic Structure And Function Of Local Government

CITY HALL
FOR
BY
AND
OF THE
PEOPLE

WHAT YOU DO

- ☐ Show an understanding of the job, duties, obligations and authority of elected and appointed officials.
- ☐ Explain ways in which you can hold an official accountable.
- ☐ Show an understanding of the effects of lobbying practices by interest groups and individuals.

HOW YOU DO IT--SPECIFIC ACTIVITIES

1. Select a person from each of the legislative and executive branches of local government and explain that person's role and responsibilities to the satisfaction of that official.
2. Observe the legislative and executive functions of local government in operation by attending a city council meeting.
3. Select an issue in which lobbying efforts were clearly involved and explain the effects of the lobbying efforts to the satisfaction of a professional special interest lobbyist.
4. Explain, to the satisfaction of your certifier, a variety of ways that you can hold officials accountable, including re-election, recall and direct pressure.

RESOURCES

A. Certifier:

B. Materials: See resources list in the back of this workbook. You must study the materials before meeting with a representative from the legislative and executive branches. Certifiers for this competency will probably want to meet with groups of students.

ARRANGEMENTS YOU MAKE

Activity 1

Your schedule for completion:

Appointment with certifier:

Number of students participating:

Transportation:

Activity 2

Your schedule for completion:

Appointment with certifier:

Number of students participating:

Transportation:

Activity 3

Your schedule for completion:

Appointment with certifier:

Number of students participating:

Transportation:

Activity 4

Your schedule for completion:

Appointment with certifier:

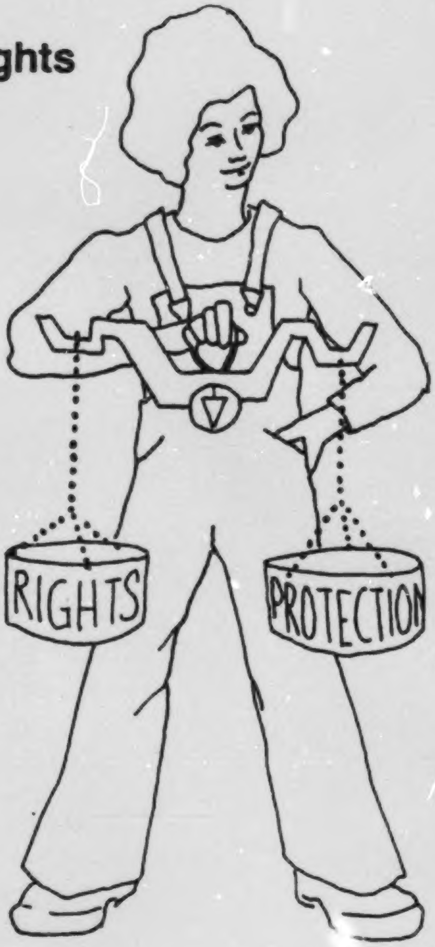
Number of students participating:

Transportation:

USEFUL RESOURCES AND GENERAL NOTES

10

Explain Personal Legal Rights



WHAT YOU DO

☐ Show a practical knowledge of the basic constitutional guarantees.

☐ Explain your procedural rights (due process), ways you can claim them and limitations to individuals' abilities to claim them.

☐ Show an understanding of consumer rights and use of consumer protection agencies.

HOW YOU DO IT--SPECIFIC ACTIVITIES

1. Explain to a certifier the various rights guaranteed by the constitution.

2. Explain to a Legal Aid lawyer the ways in which rights can be unequally interpreted for the poor and the rich and how people can protect themselves against such inequitable treatment.

3. Given information on consumer abuse, explain consumer protection laws and the use of consumer protection agencies to the satisfaction of a representative of a consumer protection agency. Try to draw from your own experiences as a consumer.

RESOURCES YOU USE

A. Certifier:

B. Materials: See resources list in the back of this workbook. You must study the materials before meeting with the certifiers. This is extremely important.

ARRANGEMENTS YOU MAKE

Activity 1

Your schedule for completion:

Appointment with certifier:

Number of students participating:

Transportation:

Activity 2

Your schedule for completion:

Appointment with certifier:

Number of students participating:

Transportation:

Activity 3

Your schedule for completion:

Appointment with certifier:

Number of students participating:

Transportation:

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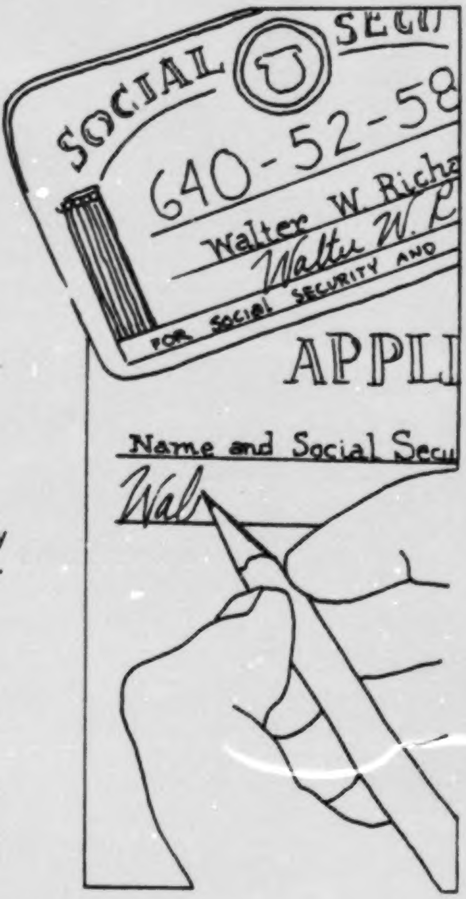
USEFUL RESOURCES AND GENERAL NOTES

11 Make Appropriate Use Of Public Agencies



WHAT YOU DO

☐ Complete application to the Federal Insurance Contribution Act (FICA), which provides Social Security.

☐ Show an understanding of benefits available from public agencies.

☐ Survey public information available through local government agencies.

☐ Demonstrate effective tactics for easy and successful use of public agencies.

HOW YOU DO IT--SPECIFIC ACTIVITIES

1. Make an application for and secure a Social Security Card.

2. Using information either hypothetical or from a person you know, complete application for Unemployment Compensation.

3. Using information available at the county courthouse, list the following information about your present place of residence:

   a. assessed valuation
   b. property tax amounts by category of allocation
   c. zone designation
   d. type of sewer service
   e. all assessments against that property (sewer, street, lighting, fire district, water district, roads, etc.)
   f. monthly payments or rent
   g. legal rights for the tenant, if rented property

4. Contact a public agency to obtain some information or services and keep a record of the steps you go through (actions, names, titles and phone numbers of contact people, run-arounds if any, etc.) in order to obtain the information or services desired.

RESOURCES YOU USE

A. Certifier:

B. Materials: See resources list in the back of this workbook.

ARRANGEMENTS YOU MAKE

Activity 1

Your schedule for completion:

Appointment with certifier:

Number of students participating:

Transportation:

Activity 2

Your schedule for completion:

Appointment with certifier:

Number of students participating:

Transportation:

Activity 3

Your schedule for completion:

Appointment with certifier:

Number of students participating:

Transportation:

Activity 4

Your schedule for completion:

Appointment with certifier:

Number of students participating:

Transportation:

USEFUL RESOURCES AND GENERAL NOTES

12 Make Application For Employment And Successfully Hold A Job

HELP WANTED

WHAT YOU DO

☐ Go through the steps to obtain a job.

☐ Either obtain the job or research the job characteristics that would directly affect an employee.

HOW YOU DO IT--SPECIFIC ACTIVITIES

1. Read classified employment ads or register with the State Employment Office and use their listings; choose at least one job, prepare a resume, make application and have an interview for the job.

2. Either obtain the job and work for a specified period of time, or explain to the certifier details about the job such as salary, hours, fringe benefits, vacation and holidays, dress regulations and job duties. If you already hold a job, that will satisfy the requirements for this competency. Have your employer sign the Competency Certification form.

RESOURCES YOU USE

A. Certifier:

B. Materials: See resources list in the back of this workbook.

ARRANGEMENTS YOU MAKE

You will be responsible to contact your employer and you must obtain certification from the employer.

Activity 1

Your schedule for completion:

Appointment with certifier:

Number of students participating:

Transportation:

Activity 2

Your schedule for completion:

Appointment with certifier:

Number of students participating:

Transportation:

USEFUL RESOURCES AND GENERAL NOTES

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13 Operate And Maintain An Automobile

WHAT YOU DO

☐ Get both a learner's permit and a driver's license.

☐ Outline the essential elements of an automobile maintenance program.

☐ Outline safety and defensive driving techniques.

☐ Itemize auto expenses and compare them with the expense of using public transportation.

HOW YOU DO IT--SPECIFIC ACTIVITIES

1. Either pass the state written and driving tests to the satisfaction of a Motor Vehicle Division examiner and get a driving permit and license, or on parent request, pass the written portion only.

2. Develop a maintenance program for an automobile to the satisfaction of an automobile mechanic. Change a tire, replace a fuse and describe winterizing techniques.

3. Demonstrate defensive driving techniques to the satisfaction of a driver training instructor. (If you select option two of Activity 1 above, a verbal explanation is acceptable.)

4. Describe to the satisfaction of a certifier emergency techniques if an auto stalls on a freeway.

5. List to the satisfaction of the certifier all the costs of purchasing, insuring and maintaining an automobile for one year. Include interest, maintenance and depreciation costs. Compare these costs to the expense of using public transportation for one year.

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RESOURCES YOU USE

A. **Certifier**:

B. **Materials**: See resources list in the back of this workbook.

ARRANGEMENTS YOU MAKE

Activity 1

Your schedule for completion:

Appointment with certifier:

Number of students participating:

Transportation:

Activity 2

Your schedule for completion:

Appointment with certifier:

Number of students participating:

Transportation:

Activity 3

Your schedule for completion:

Appointment with certifier:

Number of students participating:

Transportation:

Activity 4

Your schedule for completion:

Appointment with certifier:

Number of students participating:

Transportation:

Activity 5

Your schedule for completion:

Appointment with certifier:

Number of students participating:

Transportation:

USEFUL RESOURCES AND GENERAL NOTES

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Suggested Resources For Competencies

Please contact your staff member coordinating the competencies for assistance if you have difficulty locating any of the resources listed below.

1. Transact business on a credit basis

   Suggested Materials

   - books on credit responsibilities and use
   - credit card requirements and applications
   - sample contracts from various stores
   - federal and state laws on credit, interest, bankruptcy, contracts, minors, etc.

   Agencies to Contact

   - local banks and credit unions
   - debt consolidation agencies
   - consumer protection groups and agencies
   - state legislators

2. Maintain a checking account

   Suggested Materials

   - books on managing personal income
   - sample checking accounts

   Agencies to Contact

   - local banks

3. Provide adequate insurance for yourself, your family and possessions

   Suggested Materials

   - books on general recordkeeping
   - insurance brochures
   - sample insurance policies of various kinds
   - state laws pertaining to insurance

   Agencies to Contact

   - local insurance agencies
   - state insurance division

4. File state and federal taxes

   Suggested Materials

   - tax forms and instruction booklets
   - simulated tax problems

   Agencies to Contact

   - state and federal tax agencies
   - private tax consultants

5. Budget time and money effectively

Suggested Materials	Agencies to Contact
books on general recordkeeping books on financing pamphlets on budgeting and planning	loçal education agencies (e.g., home economics department) local banks

6. Maintain good physical health and make effective use of leisure time

Suggested Materials	Agencies to Contact
booklets on various physical activities books on health, exercise, diet and fitness	state and local park services physical education departments of local schools and colleges

7. Respond appropriately to fire, police and physical health emergencies

Suggested Materials	Agencies to Contact
books on first aid pamphlets on emergency procedures	police, fire and health (mental and physical) emergency agencies

8. Participate in the electoral process

Suggested Materials	Agencies to Contact
voters' pamphlets sample ballots voter registration forms federal, state and local election laws	voters' groups federal, state and local government representatives lobbying groups county elections office

9. Understand the basic structure and function of local government

Suggested Materials	Agencies to Contact
city and county charters state constitution booklets on judicial system, lobbying and youth roles updates on constitutional amendments and local ordinances local newspapers books on government	state, county and local governing bodies

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10. Explain personal legal rights

Suggested Materials

pamphlets on youth and law
U.S. Constitution
state constitution
warranties and guarantees
booklets on consumer protection
HEW regulations on rights of students

Agencies to Contact

consumer protection agencies
local law enforcement agencies
federal, state and local government representatives

11. Make appropriate use of public agencies

Suggested Materials

booklets on Social Security, Welfare, Unemployment Insurance, etc.
sample forms for various agencies

Agencies to Contact

public agencies (city, county, state, federal)

12. Make application for employment and successfully hold a job

Suggested Materials

various job applications
booklets on job finding
sample resumes
information on Unemployment Insurance
sample agreements from private employment firms

Agencies to Contact

local employment agencies
private employment firms
employment directors of businesses and agencies

13. Operate and maintain an autombile

Suggested Materials

auto consumer report
state motor vehicle laws
service manuals
drivers' manuals

Agencies to Contact

motor vehicle departments
auto sales and service shops

COMPETENCY CERTIFICATION

Student: ____________________

INSTRUCTIONS

1. Print in ink or type the name, title and telephone number of each certifier specified for the competencies. You will find this information in the file kept by your program.
2. When you satisfactorily complete a competency the certifier(s) should sign the certification sheet and fill in the date.
3. Keep the sheet as your record of completion of the competencies.

COMP. NO.	CERTIFIER'S NAME (PRINT)	CERTIFIER'S SIGNATURE	DATE	TITLE	PHONE NO.

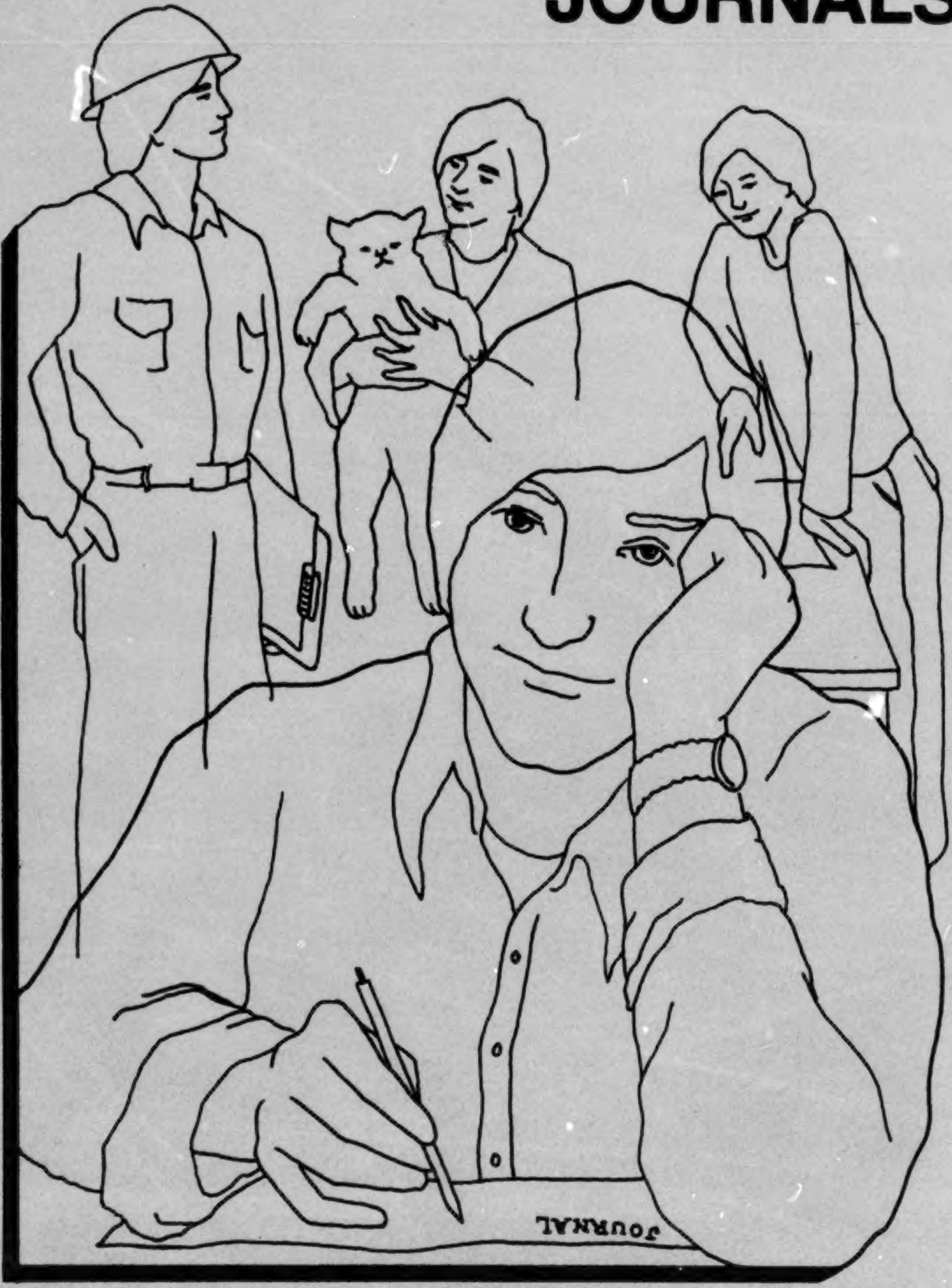
COMP. NO.	CERTIFIER'S NAME (PRINT)	CERTIFIER'S SIGNATURE	DATE	TITLE	PHONE NO.

Plan Your Schedule

List all competencies in the left-hand column. Enter in the proper monthly columns the date you plan to start working on each competency and the date you intend to complete each. Keep your schedule current by changing the dates when necessary. When all activities of a competency have been certified, enter completion date in the right-hand column.

COMPETENCY	number of activities	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May	June	Actually Completed

STUDENT JOURNALS



STUDENT JOURNALS

STUDENT JOURNALS

The journal is a way for students and staff to share thoughts and feelings with each other through a series of journal entries written and responded to on a regular basis over an extended period of time.

THE PURPOSES OF THE JOURNAL

1. encourage students to build trust relationships with adults who offer feedback that is personally relevant to their individual characteristics and experiences
2. increase student skills of organizing and expressing thoughts and feelings
3. help students improve their awareness of self and career/life options by recording and reflecting on experiences they are having in the community and in their personal lives
4. help students draw connections between their present experiences and future aspirations
5. enable staff to respond more individually to each student and to keep in touch with changes that may affect program performance or personal development

THE PEOPLE INVOLVED

Because the learning manager (LM) has the closest and most continual contact with students, that person serves as journal correspondent. Some procedure, however, should be agreed on whereby a student may change correspondents should there be reasonable cause.

RELATIONSHIP TO INDIVIDUAL LEARNING PLANS

The journal relates to all program learning strategies in that students are encouraged to use their journals to express opinions and observations about the impact of learning activities on themselves. The journal exercises student abilities to integrate separate experiences into a "total picture" of self and goals, a process critical to the negotiation of individual learning plans. The journal also helps build the information base and feeling of trust and reciprocity necessary for all student/staff negotiations.

While not intended for Basic Skills prescription purposes, the journal can serve as an additional basis for negotiating specific Basic Skills activities appropriate for each student.

EXPECTATIONS FOR STUDENTS

Students are expected to complete at least two standard notebook pages per week in their journals. Staff correspondents respond regularly and in writing to journal entries. They also have conferences with students to further discuss journal entries. Entries are considered confidential and are not shown to anyone without student permission.

Steps to Follow

PLANNING THE JOURNAL PROCESS

page

1 Agree on purposes and requirements for journals 415

2 Agree on student rights and responsibilities for journals 418

3 Determine guidelines by which staff will act as correspondents 420

4 Establish recordkeeping system for monitoring journal entries 425

WORKING WITH JOURNALS

5 Orient students to journal process and distribute journal guides 427

6 Decide how to divide students among staff correspondents 429

7 Respond regularly to journal entries 430

8 Meet with student to follow through on journal correspondence 431

9 Provide for student requests for change of correspondent 432

10 If possible, have someone to receive and record entries and pass journals to correspondent 433

11 Apply accountability standards and consequences as necessary 433

12 Hold student group meetings for review and refinement of journal requirements and processes 434

SUMMARY OF JOURNAL ROLES

STUDENT	*CLERK*	*CORRESPONDENT*
Reflect on yourself and your experiences Put it in writing		Support and interact with student, building a trust relationship
Pass journal to clerk	Receive journal, record completion Pass journal to student's correspondent	Receive journal and read it honestly Respond--in writing as much as possible If asked by student, comment on style, language, grammar and so forth Return journal entries to student as regularly as possible
When your correspondent returns journal, read or listen to his or her comments and, as need be, meet to talk about journal entries		Meet with student to give support and feedback about journal contents as necessary
Write another journal page and start cycle again		Follow through on your trust relationship by 1. respecting the journal's confidentiality 2. refining your understanding of the student gained through reading his or her journal 3. giving additional support (emotional, practical and so on), as suggested from journal entries

Planning the Journal Process

1

Agree on purposes and requirements for journals

EBCE's purposes and requirements for the journal are summarized on page 411 and are explained to students in the journal guide reprinted at the end of this section (pages 437-452). Following are a few additional issues staff should agree on before using journals with students.

Properly handled, the journal can be an important synthesizing agent in the life of each student. Regular use of a journal can help students reflect more objectively on personal characteristics and patterns that emerge as they encounter diverse situations, people and tasks. Moreover, the journal provides a place for staff to give honest and sincere feedback to students in a private and nonthreatening fashion which can in turn serve as the basis for developing personal relationships that are meaningful and constructive for both parties.

The journal is a very effective way of encouraging students to externalize thoughts and feelings. It is important that young people learn to recognize and articulate their "gut-level" feelings and responses to experiences. Also, students not only think about themselves, but write to someone about themselves as well. The journal symbolizes a relationship that they are helping to build. Correspondents are real people with their own thoughts and feelings who respect students as people and are willing to give honest reactions and advice.

In addition, the journal may help students perceive the usefulness of regular reflection on their behavior and feelings. While students may thrive on the excitement and diversity of their experiences, they should also have the chance to perceive the effects that can accompany taking quiet time to collect and dwell on their thoughts.

DECIDE ABOUT CONFIDENTIALITY

It is important to agree on the level of confidentiality with which journal entries will be treated. Correspondents should not share the contents of journal entries with others unless the student agrees beforehand. This helps the student feel more confident about dealing with an adult on a trust basis. Journals are "privileged communications" and should not be held against the student.

Information about a student's personal life is always a delicate issue. On one hand, such information can be invaluable for helping other adults support and guide a student's personal development. On the other hand, misuse of personal information can cause the student to lose respect for the correspondent and even to experience serious setbacks in his or her development as a self-confident person.

Journal correspondents frequently have a better sense of the student's attitudes and general learning progress than other staff may have. They cannot help but draw on this knowledge when dealing with students and many often wish to share it with other staff. Decide ahead of time how and when to share such information, and make that decision clear to students. One way to handle this might be to point out to students that their correspondents may share general impressions with other staff but will not refer to specific facts stated in the journals. Students might also note in their journal when they have written something they do not wish shared in any form. At all times, a good rule of thumb is that no one other than the correspondent be permitted to actually read journals without the student's permission.

THINK TWICE ABOUT PRESCRIPTIONS

Be careful about using the journal to prescribe for basic writing or grammar difficulties. If red-penciling grammar mistakes or making writing assignments becomes the top priority, the journal will fast lose its effectiveness as a way of keeping in touch with students as real people. That is not to say journals cannot be used to improve a student's writing skills; in fact students will often request such feedback on their journals--particularly if they are having difficulty saying something that's important to them. Correspondents can point out needs for writing improvement in an indirect fashion through comments such as, "I can really sympathize with what you are trying to say but I'm not sure I completely understood you as you wrote it here."--thereby laying the groundwork for a talk about writing skills that is based on the student's perception of a real need. By encouraging students to be accurate and to put some effort into being honest about what they are saying correspondents can have a significant impact on a student's writing abilities without ever talking directly about grammar or punctuation.

AN EXAMPLE

I am a little bewildered by your last journal entry. I tried to piece together the drawings and the words, and I have seen the tool box you are building, but I need more help to understand what you mean. How about writing it out for me another way to help me see what you mean? Or maybe bring in your plans sometime and explain them to me. We could record it on a tape recorder, then you could write it down as you listen to the playback. Have you ever thought about becoming a cabinet maker? You do really good work.

In short, correspondents don't have to be English teachers. Good communication habits are necessary for everyone; the journal can be an excellent place to influence students' general abilities to articulate their thoughts and feelings. Remember, the regular activity of formulating, organizing and expressing ideas builds self-understanding as well as communication abilities. It is a means of organizing feelings and thoughts that might otherwise have remained vague and formless. You don't have to be trained as a writing instructor to encourage students to do this. What is important is that the correspondent respond to the student's expressed intent and meaning rather than judge written style or content.

CROSS-REFERENCES

"Curriculum Outcomes," pages 24-30, describes (CE)$_2$'s approach to the Basic Skills; see also "Projects," pages 251-255, and Appendix D for further discussion of how Basic Skills can be worked into individual learning plans.

2

Agree on student rights and responsibilities for journals

EXPECTATIONS

At $(CE)_2$, students are expected to complete at least two standard notebook pages per week in their journals. Staff correspondents respond regularly and in writing to journal entries. When adopting the journal, however, programs should be careful to set requirements that can be met reasonably both by students and by the staff who must plan the time to respond to journals.

Because journals are highly personal, EBCE does not hold students accountable for the contents of journal entries. The journal is specifically intended as a means through which students can be completely honest with themselves and with their correspondents. Such honesty cannot be dictated--it can only be encouraged through staff attitude and general conduct in dealing with the student. It is up to the individual correspondent, however, to judge whether or not a student is being honest about journal obligations. If a correspondent decides a student is consistently misusing the journal, actions should be taken to help the student change that behavior.

CONFERENCES

Remember, the journal's first goal is to help students and staff communicate about important matters. As much as possible, misuses of the journal should be dealt with during the regular conferences the correspondent has with the student (see Item 8, page 431). In this way solutions to any problems the student has can be introduced and discussed as part of an ongoing student-correspondent relationship rather than being unduly dramatized in a "confrontation atmosphere" such as a conference held specifically for accountability purposes might provoke.

Problems will range from simple laziness to serious personal hesitations about self-expression in any form. Nor will difficulties be limited strictly to the student; staff members must be honest enough to recognize when their own mannerisms or attitude toward the journal or a particular student are causing the trouble.

While correspondents must be flexible with individual students they should also remember that part of learning is accepting responsibility for tasks that must be done on a regular basis. Student willingness and ability to adhere to their journal obligation can be a reflection of their success in dealing with the many other responsibilities of individualized learning.

Keep in mind, however, that the journal loses its validity if it becomes a burden for the student. Penalties of the "stay after school until you're caught up" variety tend to be counterproductive to using the journal for building trust relationships. In short, respond to the needs of each student and be as creative and sensitive as possible in negotiating ways that will help the student overcome his or her difficulties and begin using the journal as a communication technique that is personally meaningful and satisfying.

SOME SOLUTIONS

At $(CE)_2$ correspondents frequently choose not to look backwards after journal conferences and instead say to the student, *"let's count this conference as make-up for the entries you've missed. We spent a lot of time going over some pretty important issues and that's what journals are all about."* When a correspondent feels it is important that the student make-up past entries he or she may ask the student to do an hour or two of monolog on a tape recorder instead of actually writing entries. Sometimes a student may choose to write a lengthy paper about something personally important to him or her.

If the student is simply afraid of putting pencil to paper the correspondent might suggest *"write some, talk some--for the next few weeks do only single page entries and come see me often to talk about things."* At other times it works well to switch correspondent roles--the staff person spends several weeks writing journal entries and the student responds to them. Switching roles can be an excellent way to humanize the journal interaction. It helps the student perceive what's expected by way of journal contents and to see the staff person being honest and "up front" about his or her daily experiences and feelings.

CROSS-REFERENCES

Accountability standards and procedures for the total EBCE program receive attention in "Learning Plan Negotiation," pages 77-91.

3

Agree on guidelines by which staff will act as correspondents

Basically, the guidelines for journal correspondents are quite simple; correspondents should

1. respect the student's individuality and treat journals as confidential
2. respond honestly and regularly to every entry
3. monitor the regularity and general quality of journal entries; when a student consistently misses entries or does not take them seriously, a conference should be held to find out why and to do something about it
4. try to follow through on patterns that seem to develop in journal entries--both regarding exhibited basic skills abilities and any personal problems a student might be having--through personal conferences with the student

Journals provide excellent opportunities for staff to watch for and encourage any positive personal qualities or talents the student might show--particularly with respect to using writing as a medium of expression. Frequently, conferences held to discuss a personal problem or skill deficiency exhibited in the journal can be "turned around" by also talking about positive qualities found in journal entries. Giving the student a chance to confront both positive and negative characteristics in a balanced context encourages development of a more realistic and comprehensive view of self and abilities.

BE COMMITTED

Correspondents must be committed to the purposes of the journal and be willing to put some effort into making it work. Building trust relationships is not an automatic kind of activity; staff and students both must take time and energy to write, respond to and follow through on journal entries. And they must feel positively enough about the journal to strive always to be honest about themselves and their feelings. Staff might even consider polishing their interpersonal relationship skills through use of various workshops, courses and retreat activities offered by local colleges and agencies. While such special training is certainly not necessary to be a correspondent it can be a very valuable source of specific techniques--for example, feedback strategies such as paraphrase and describing your own feelings.

SOME SUGGESTIONS FOR RESPONDING TO JOURNALS

While students do not have to write about specific things, correspondents should always encourage them to stretch themselves in their writing and to express more accurately the things that are happening and feelings they are having that are most important to them personally. In responding to journals one question can often be worth 10,000 words of advice. Following are a few issues and questions correspondents might consider when encouraging students to use their journals. They are divided into several important growth areas--career development, integrating experiences and self-awareness. Some of the questions suggest things students might write about; others may be applied to things students have already written to help broaden their perspectives of particular experiences.

Keep in mind that these suggestions are aids to optimizing some of the journal's effects on students. The correspondent is not directing the student; rather he or she should be helping students learn how to be themselves. The timing and appropriateness of any suggestion made to students must be carefully weighed against the liability of the journal relationship becoming a forum for correspondent lectures.

Career Development

The journal can give learning managers an excellent opportunity to help students draw together the many career development activities built into all EBCE learning strategies. Work with the notion that everything one does in life can have career-related overtones. Help students perceive that their present experiences are already taking the shape of a specific career--that of learner--and that events, activities and environments they are now encountering can and do have direct impact on the quality and content of their present and future lives.

Also watch out for your own biases. Try to avoid channeling students into careers; rather urge them to consider a variety of possibilities and to develop habits of self-analysis and critical thinking necessary to match themselves with their career options. While responses should be geared to what a student has written, some of the following sets of questions can be kept in mind as leads for getting students started on managing their own career development.

What are you interested in doing with yourself? Do you know anyone already doing those kinds of things? Friends? Family? Families of friends? Neighbors? Someone you read about?

What do you think might happen to your other interests if you spent a lot of time working at that particular one? If you took a job like that what would it mean to your free time? Could you raise a family in that kind of lifestyle? Would you want your kids to pursue those kinds of dreams as they grew older?

Do you like to have free time? What do you think you'd do if you really had all the free time in the world?

You sound like you don't like people to tell you what to do. What about at your job? Does it make a difference if you're getting paid to do what someone tells you?

I gather you like working with animals. You've even done an exploration at a veterinarian's office. Yet all your learning levels and projects seem to move you toward mechanical fields. Which one will be a hobby and which one a career?

Integrating Experiences

A very important part of career development is the ability to perceive interrelationships among interests, abilities and different kinds of learning tasks. Help students see how the things they are doing now--both inside and outside of school--can have a bearing on what they want out of life. Work with other teachers to generally watch the student's projects and site experiences and test his or her interests expressed in the journal against the choices made in terms of learning activities and environments.

Here are some typical questions and comments that might help students increase their ability to integrate experiences:

What do you think that means? Could you do something about it if you had more skills? What kind of skills?

Your employer instructor seems to demand a lot of neatness from you that you don't like. Yet you are interested in going to college in social studies. Don't you think society's pretty messy right now? Maybe a little neatness could help?

I gather you don't like the reading you did for your critical thinking project. Yet you are full of stories about your *life that make great reading for me. Why do you think it is that you don't like to read factual things but you like to tell stories?*

I think that experience with the watchdog might have affected you more than you've told me so far. You tell me you want to be a forester yet you avoid exploring any forest management or animal-related sites. You like to read books about wildlife but maybe you're a little afraid of the real life thing because of that dog bite?

So what? You've got great dreams but you hop all around when it's time to make choices about sites to explore. What's the problem?

Have you noticed how quickly you seem to handle those kind of people situations? Thought about doing a project to polish off your personal skills? Then what would you do?

You like carpentry with your neighbor but you can't stand it at your learning level site--think you just like working with your neighbor no matter what he's doing?

Self-Awareness

Thinking about what's happening and talking it out to another person can be an important step toward getting a better understanding and control over yourself. This in turn can help you act more positively and with greater confidence in managing career development and general learning choices. As students learn to integrate their experiences and begin managing their own career development it is important that they also develop their abilities to analyze themselves and to act on the basis of their judgments. Learning managers will be helping students do this throughout their various negotiations as they work to build individual learning plans. The journal is a good place to reinforce student self-awareness already initiated in learning plan conferences.

Work with students to be consistently open and direct in their journals--and be equally straightforward in your responses. The simplest way to encourage self-awareness is to be honestly critical of things you find hard to believe and share some personal experiences which illustrate your own growth in self-understanding and honesty. Keep in mind the Greek adage, "the unexamined life is not worth living." Reflecting on one's self and helping others do so is an art; you must be willing to go on

AN EXAMPLE

Anne, that was quite a journal entry. If it was an accurate picture of your week then I'm really concerned about you. I get the feeling nothing interests you, that you'd rather be somewhere else doing something else. Do you really feel that way? What can we do together to improve the situation? Anne, next time would you tell me about the work you've been doing and people you know who could help you get more interested in what you're doing? I really want to get to know you better but I need your help.

hunches; poke a little and see what happens. And be careful--you are not a psychotherapist; you are simply trying to be a friend and give realistic feedback.

In short, everything done with the journal should in some way help students increase their skills of self-reflection and self-analysis. All the suggestions given in the preceding categories can also help in this area.

CROSS-REFERENCES

Further discussion of the attitudes and details of student-staff interaction in EBCE appears in "Learning Plan Negotiation," pages 43-51, and throughout the "Guidance" section of Student Services.

For more information about student-learning manager discussion of career-development, integrating experiences and self-awareness see the section on "Projects," pages 233-235; the same concepts are also treated to some degree under each of the other EBCE learning strategies--see particularly "Career Explorations," pages 148-150, and "Learning & Skill Building Levels," pages 313-315.

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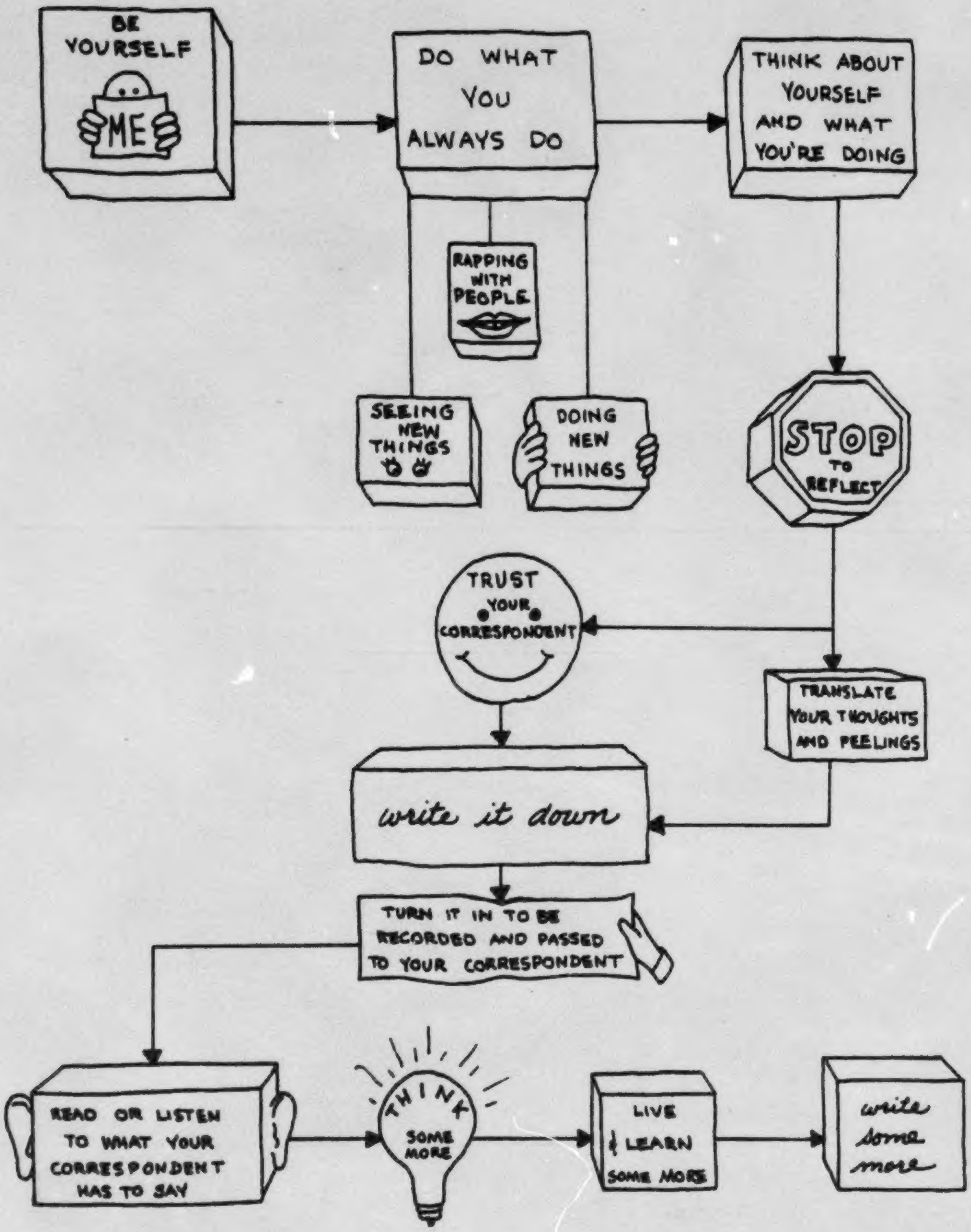
4

Establish recordkeeping system for monitoring journal entries

The formal system for monitoring journals need be no more complex than a log for noting the times a student turns in journal entries. At $(CE)_2$, students give their entries to a clerical assistant who records their completion (but does not read them) and passes them to each student's correspondent. Correspondent notes taken from journal entries are considered as confidential as the entries themselves. Correspondents may, however, draw from their notes when summarizing their evaluation of the student's performance and progress for various reporting purposes (parent conferences, credentialing and so forth).

KEEPING A JOURNAL


BE YOURSELF
ME
DO WHAT YOU ALWAYS DO
THINK ABOUT YOURSELF AND WHAT YOU'RE DOING
RAPPING WITH PEOPLE
SEEING NEW THINGS
DOING NEW THINGS
STOP TO REFLECT
TRUST YOUR CORRESPONDENT
TRANSLATE YOUR THOUGHTS AND FEELINGS
write it down
TURN IT IN TO BE RECORDED AND PASSED TO YOUR CORRESPONDENT
READ OR LISTEN TO WHAT YOUR CORRESPONDENT HAS TO SAY
THINK SOME MORE
LIVE & LEARN SOME MORE
write some more

Working with Journals

5

Orient students to journal process and distribute journal guides

Since the journal is intended to help students reflect on all their experiences in the program, orientation to the journals should occur at the same time students are oriented to other program purposes and activities. Journals should be presented not only as a form of communication, but also as an important tool students can use to help bring together and make sense of all their learning experiences.

A journal guide can help orient students to the journal and can serve as a reference for questions they might have throughout the year. The guide should identify the journal's basic purposes, give examples of the types of entries students might write and state program requirements for completing journals. A copy of $(CE)_2$'s guide is reprinted at the end of this section.

Because journals are highly personal and their purposes can be misinterpreted, it is important to agree ahead of time on any program policies that will influence student and staff use of journals. Some of the issues staff should explain to students include

1. number of journal entries required each week
2. acceptable subject matter--$(CE)_2$ maintains an "anything goes" approach, as long as students don't subvert the journal's essential purposes by "faking it"
3. whether or not journals will be used to prescribe other kinds of learning activities
4. how confidential journal entries will be

A journal workshop can take whatever form the staff person conducting it feels comfortable using. $(CE)_2$ staff walk through the journal guide at this time and read facsimile entries to help students understand the types of things about which they are expected to write. Similarly, exercises to help students start writing are helpful orientation activities--for example, free association games, make-believe letters or jotting down "ideal characteristics of a journal correspondent." One way to help those students who freeze before writing their first words might be to ask them to talk to their correspondent into a tape recorder and then simply transcribe what they've said.

A good wrap-up for the workshop can be to ask students to write their first entries at that time. This enables staff to discover immediately how well students understand their orientation and to answer some of the most common questions without taking individual conference time to do so.

Besides explaining requirements and techniques, orientation should make clear to students the essential attitudes and spirit of journal writing. Be careful not to stress structural issues over the intangible values of building trust, being honest and feeling comfortable with being one's self.

CROSS-REFERENCE

Orientation activities for the entire program are discussed in "Program Entry/Exit," Student Services, pages 27-35.

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6

Decide how to divide students among staff correspondents

The journal works best when the correspondent takes on only as many students as he or she can reasonably deal with and still achieve any degree of personal contact--usually no more than thirty. The journal is based on the importance of students learning to communicate thoughts and feelings regularly and over an extended period of time. When assuming responsibilities for reading journals, staff should think carefully about their work loads and judge how many journals they can honestly give their full attention to on a weekly basis.

$(CE)_2$ divides students among the learning managers who will work with them throughout the year on developing and implementing their individual learning plans. In this way students begin their journals with the staff person who will have the closest and most continuous contact with them during the year. Assignment of students to learning managers is done somewhat at random during orientation week at the beginning of the school year, although learning managers may indicate a preference for certain students based on their experiences with them from the preceding year. After the first few weeks students are free to change either learning managers or correspondents based on their increased familiarity with staff and on their own feelings as to whom they feel most comfortable with.

If your program divides staff roles in a different pattern (for instance combining LM functions with those of the learning resource specialist or employer relations specialist), keep in mind that additional duties may reduce the time a staff person can spend on journals. Students may then be distributed so that more staff read journals for fewer numbers of students.

437

7 Respond regularly to journal entries

Responding to journals can become very time-consuming. Correspondents have to take into account how many entries they must deal with each week and judge when a conference or use of a tape recorder might more efficiently achieve the same results as lengthy written comments.

Correspondents should jot down their first reactions as they are reading each entry. These need not be long, as their effect will accumulate over time as more entries are written, commented on and returned to students. Following up on first impression comments with tape recorder or typed responses can help correspondents to fill in details of their reactions and also save time and energy.

Avoid responses like "OK," "doing fine," or "keep it up" and try instead to focus on something specific in the entry itself. One trick is to use well-conceived questions as a way of sketching out an opinion and triggering further thought on the student's part--for example, *"your words are telling me one thing but the experiences you describe suggest that there's something between the lines; didn't that person's actions bother you at all?"* As time goes on responses often take the form of an ongoing written and spoken conversation with the student, unique and special in its own way. (See Item 3, page 420, for more discussion of how to respond to journals; see Item 2, page 418, for dealing with student accountability.)

AN EXAMPLE

Student: Today was the first full day of school and I'm getting to feel better about it already. There are some fine-looking girls there. I hope they stay and I hope I can get a date with some of them. Nancy Douglas was dressed in her good duds! She looked good.

Correspondent: Thanks for the journal. I agree--there are a lot of beautiful people here this year. I'm glad you like it. We were kidding around a lot today, but seriously I'm looking forward to working with you. I think we'll have a good year.

8

Meet with students to follow through on journal correspondence

Meetings with students about their journals may take several forms. Most often, student and correspondent will simply stop for a few minutes and rap about an item of particular interest, enlarging on comments that have been written on the entry. On occasion, entries will suggest a serious personal problem or point out a talent or capability which the student may not have noticed. The correspondent or the student may then schedule a meeting to pursue the issue in greater detail.

Remember, EBCE entails a great deal of individualism with frequent changes in student and patterns. Journals are one way of insuring some continuity to student experiences. Meetings to round out and further substantiate that continuity are very important to the effectiveness of the journal as an EBCE strategy. While they should not take the place of written comments, they should definitely be used to complement the journal process. These conferences need not be very long and don't have to happen on a regular basis. What is important is that correspondents don't become "pen pals" who never see students on a personal basis.

9

Provide for student requests for change of correspondent

A student may find it difficult to "open up" with the particular correspondent he or she has been assigned, or it may happen that a student finds a relationship with another staff person preferable because of common interests or because that person is working with the student on a particular personal or learning problem. Student and correspondent should then meet and honestly discuss the situation, deciding, if necessary, that the student select another correspondent.

The decision to change correspondents should not be left completely up to the student. It is not easy for a young person who may be taking his or her first steps toward being honest with an adult to say "I don't like you, I can't open up with you, I want another correspondent." Correspondents must be sensitive enough to recognize when a student is having trouble and introduce the subject in a nonthreatening fashion. The conversation can begin as simply as "I don't feel like we are getting anywhere in your journal. Want to talk about it?"

AN EXAMPLE

Dick, I'm trying to figure out what you really meant in your last journal entry. Your tone sounded joking, but I think you may be serious. Would you really want to write your journal to Paul? There could be some good reasons for you to prefer a correspondent who didn't also evaluate your other school work as I do. If this situation is uncomfortable for you, tell me what it is that's bothering you. Maybe we can either work it out together or see if Paul can start responding to your journal.

At the same time, frequent changes will prevent the development of any kind of meaningful interaction between the student and one correspondent. "Hopping" from teacher to teacher is not uncommon--particularly in individualized programs. Correspondents should challenge students who seem to be doing this and try to work with them to focus on and deal with whatever problems they may be having.

10

If possible, have someone receive and record journal entries and pass them to correspondent

$(CE)_2$'s clerical assistant records how many entries students complete each week. The assistant notes completion of journal entries (but does not read them) and passes the journal to the correspondent. In this way, accurate records are kept so the staff can find out at any time whether or not a student is meeting program requirements. It is important that whoever serves this function understands and respects the journal's basic confidentiality. It is also preferable that correspondents not do recordkeeping of this type as it would consume time and energy that could be better spent responding to students.

11

Apply accountability standards and consequences as necessary

See Item 2, page 418 for a discussion of $(CE)_2$'s position on journal accountability. Whatever standards are applied, keep in mind the following:

1. Problems should be responded to quickly as they arise.
2. Penalties should not be imposed automatically by a system or "third party;" the student has a right to state his or her side of the issue and to discuss the problem with the correspondent.
3. Consequences must be fair and should not subvert the major purpose of the journal--to encourage students to be themselves and to communicate about things that are important to them.
4. Correspondents also have the right and responsibility to state their own feelings and observations about student behavior, particularly concerning their judgment of how honest students are being with themselves and with their journal entries.

12

Hold group meetings for review and refinement of journal requirements and processes

Both staff and students must understand and agree on the purposes of the journal as a strategy. If correspondents discover certain students are not using the journals in ways expected of them, a student group meeting should be held to discuss their perceptions. It may happen that simply getting their concerns out in the open will help students better perceive the journal's purposes. At the same time, if student feedback consistently indicates a particular purpose does not work, staff should consider revising journal expectations.

Even if no apparent problems are surfacing concerning the journals, it is a good idea to meet with students to review generally the usefulness of journals. $(CE)_2$ usually takes the opportunity of its student/staff retreat to hold discussion workshops to assess all program learning activities from the student's point of view. Some correspondents may choose to build less formal reviews into the journal process by asking students to periodically focus their entries on an evaluation of their own journal performance and the journal's usefulness to them personally.

STUDENT JOURNAL GUIDE

On the following pages is reproduced a revised version of the guide given students to help them understand what is expected of them in their journal writing. To save space the covers of the guide have been deleted.

What Is A Journal?

What is a journal? Some people think it's a diary; others that it's a newspaper. It doesn't have to be either. It can be practically anything you like, as long as you're willing to do some writing.

IT'S ABOUT YOU

The journal reflects the contents of those moments in time that are personal or have special meaning for you--experiences from which you draw some understanding about yourself or your world. They are not necessarily grand or monumental but they are special in some way to you. A journal is a place to express, on a regular basis, some written record of what you DO, THINK and FEEL.

The one person you need to get to know really well in this world is YOU. The journal can be the most exciting teacher you will ever encounter--for the act of putting into words your experiences, thoughts and feelings will cause you to reflect more on your daily life. Writing about yourself is one way to grow in knowing yourself, to become more aware of your learning, goals and needs, to understand why you do the things you do.

Who Are You Writing To?

An important aspect of your journal will be the response you get from your correspondent. This is the EBCE staff person who will be responding to your journal entries. But while on the surface you are writing to your correspondent, underneath you will also be writing to yourself. The correspondent shares in this writing experience and works with you to help you communicate better. This does not mean that you must try to please someone else with your writing. It means that someone who is interested in you will be reading and responding to what you write.

Think of your correspondent as another part of yourself, and you will have the key to what is exciting, interesting and important to write about. It is very much like an internal conversation with a part of you that you may not know as well as you would like to.

You are not required to discuss anything in particular, nor are you expected to unburden your soul with the correspondent unless you feel that is what you need and want to do. The journal is YOU--let it say so, but be honest with yourself. Write what you think is important. Don't worry about style or correctness. Relax and enjoy your writing experience. You will be surprised at the results!

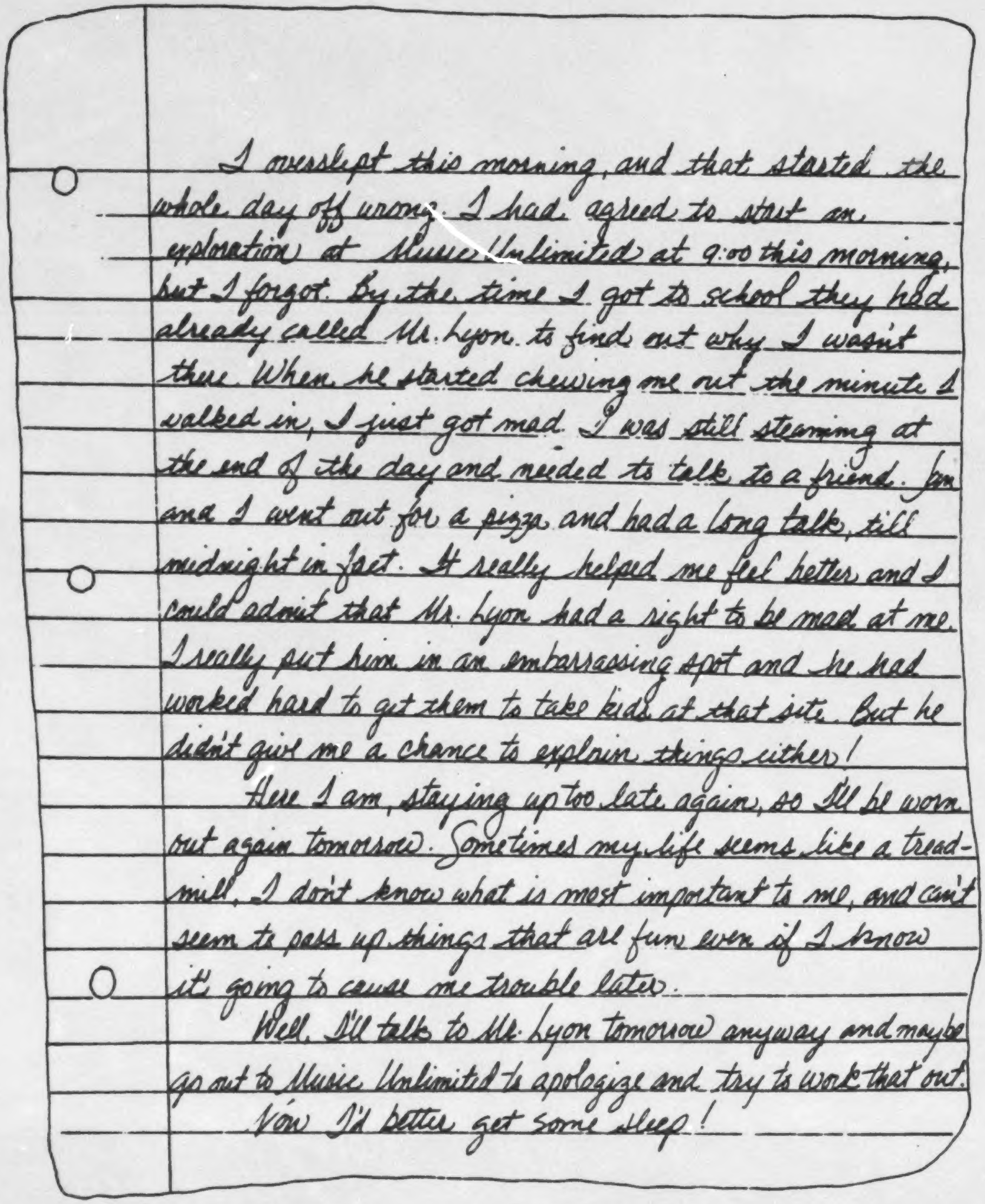
Getting Down To Writing

Remember, what is important is to share ideas, work out your thoughts, or create. The journal is not so much a point-by-point description of your daily activities as how you think and feel about them. For example, don't just limit yourself to saying:

I overslept this morning and missed my bus so I was late to school. Mr. Lyon chewed me out because he had to try to explain to Music Unlimited why I missed my appointment to apply for a job. It was an all-round rotten day, but tonight Jan and I went out for pizza and talked till midnight so I feel better about life tonight. But I'm sleepy. So that's it for tonight.

You see? You already know what you did. Put the events of your life in a context of thinking and feeling, evaluate them a little bit. Did the experience change you, affect you in some way, or give you a special insight? How do you feel about the situation? What do you think about it? What effects do you predict the experience will have on your future actions? Learn from what you write--the journal will inform you only to the degree that you inform it. Discover what is interesting to you by writing it down. Concentrate on your reactions, your observations, and your judgments about what's happening to you.

For example, expand the situation shown on the preceding page in terms of how you might think and feel about it, and you will have something like the sample entry below.



I overslept this morning, and that started the whole day off wrong. I had agreed to start an exploration at Music Unlimited at 9:00 this morning, but I forgot. By the time I got to school they had already called Mr. Lyon to find out why I wasn't there. When he started chewing me out the minute I walked in, I just got mad. I was still steaming at the end of the day and needed to talk to a friend. Jon and I went out for a pizza and had a long talk, till midnight in fact. It really helped me feel better and I could admit that Mr. Lyon had a right to be mad at me. I really put him in an embarrassing spot and he had worked hard to get them to take kids at that site. But he didn't give me a chance to explain things either!

Here I am, staying up too late again, so I'll be worn out again tomorrow. Sometimes my life seems like a treadmill. I don't know what is most important to me, and can't seem to pass up things that are fun even if I know it's going to cause me trouble later.

Well. I'll talk to Mr. Lyon tomorrow anyway and maybe go out to Music Unlimited to apologize and try to work that out.

Now I'd better get some sleep!

What's Expected

It is hoped that your journal will be very much "you," inside and out. The following requirements, however, can help give you a sense of continuity and organization:

1. Use a special notebook or binder which you keep only for journal writing. This prevents loss of entries and gives you a continuous whole to see and reflect upon at all times. You should turn in the entire journal with everything you and your correspondent have written so far.

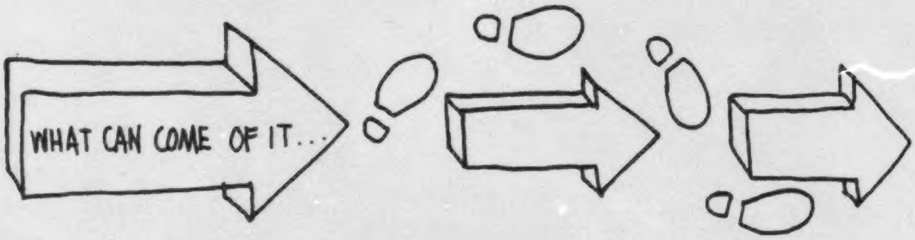
2. You are responsible for your journal--

   don't lose it!

3. Turn in your whole journal each week. While your correspondent has your journal, you might find it important to keep notes to enter when your journal is returned.

4. Remember, your correspondent is another person who is listening to you with an open mind. Try not to waste anybody's time--most importantly yours--with trivia.

5. A complete journal entry should cover at least two full pages for each week. Once you become involved with the process, however, you will probably go beyond this minimum.


WHAT CAN COME OF IT...

You can expect two kinds of growth to result from writing regularly in your journal. First, your writing ability will improve, simply because you will be writing often.

Also, your ability to understand your experiences will deepen, both from the regular act of reflecting on and writing about what's happening to you and from the interaction between you and your correspondent. Your correspondent will be reading your journal in a serious attempt to understand what you mean, not in order to criticize or even evaluate your writing. If your correspondent is honestly puzzled by something you write, he or she may sometimes ask you to be more clear in your expression. But the journal should be a sincere dialogue between two people trying to understand each other.

Getting On With It...Hints And Tips

If your mind reaches a blank space and you feel there is nothing to write about, take a look at the ideas on the next few pages...

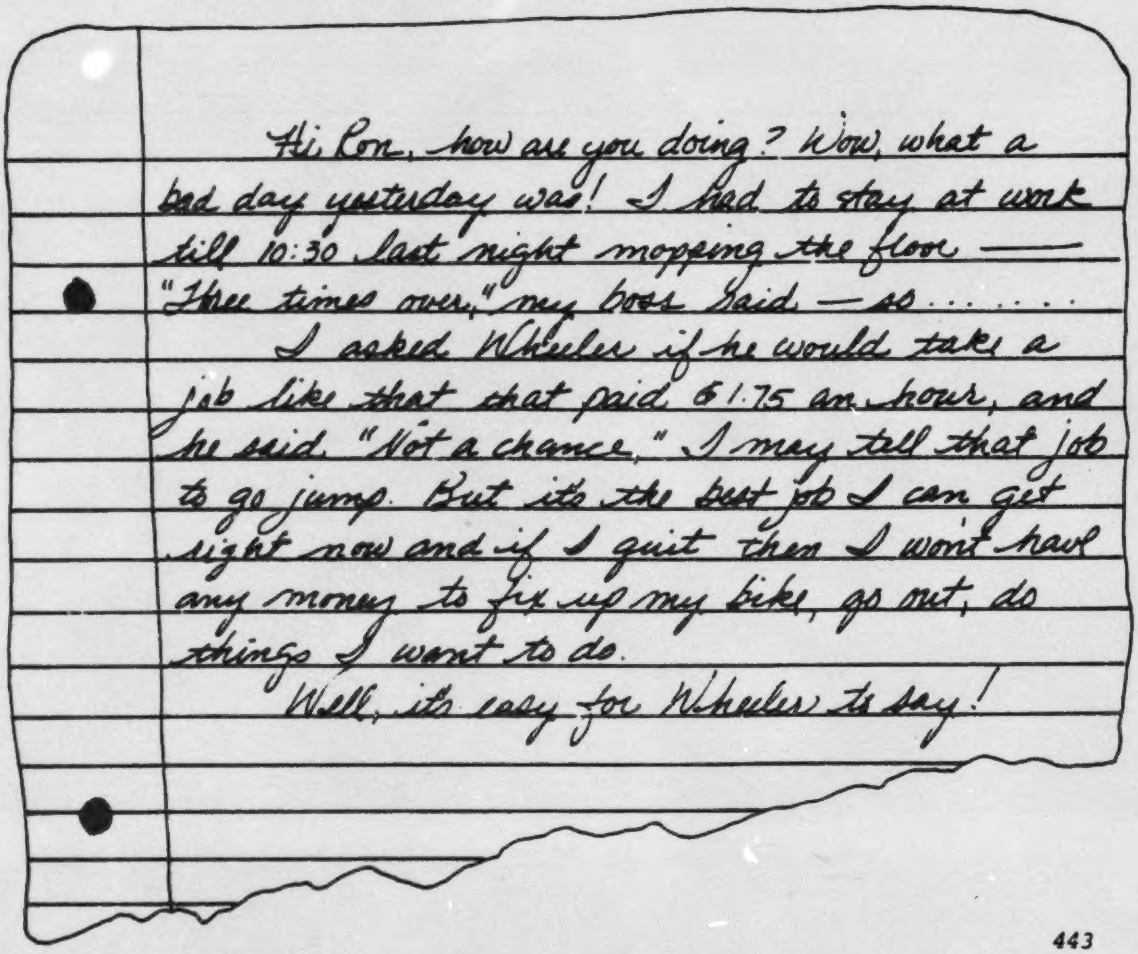
You may find something there that will turn on your imagination. If not, make something up... You can learn a lot about yourself from the simple process of trying to put words onto paper--that's what creation is all about, taking feelings and thoughts that might be drifting anywhere and finding something about them that pulls them together into something you can give shape to... whether it's just words strung out on paper, stories about what's happening to you or what you dream about... if you put your own time and energy into it, that's creation...

IT IS IMPORTANT THAT YOU DON'T LEAVE YOUR JOURNAL BLANK. Your mind is never empty... even when you think it is there are things floating in there doing things to you. Ask yourself questions...what's hanging you up? Write about it... you might find out something new...

Form

There are many ways to look at yourself, to show feelings, to react to the world and your experiences. Just because your journal will be mostly in words, don't limit your expression to just one style or form every time you write. If you haven't experimented with different forms of writing before, do it now. Try writing in the form of a poem, a dialogue in which you imagine both sides of a discussion, a play, a speech, an interview or a dream. Try writing as if in the past or the future. You may prefer to write in prose (that's what you're reading right now) or stream-of-consciousness (writing down exactly what is going on in your here-and-now without using regular sentence structure, punctuation, logical sequences and so forth).

Whatever form feels comfortable to you, remember your original purpose of reflecting on your experiences and clarifying your reactions to them. For example:

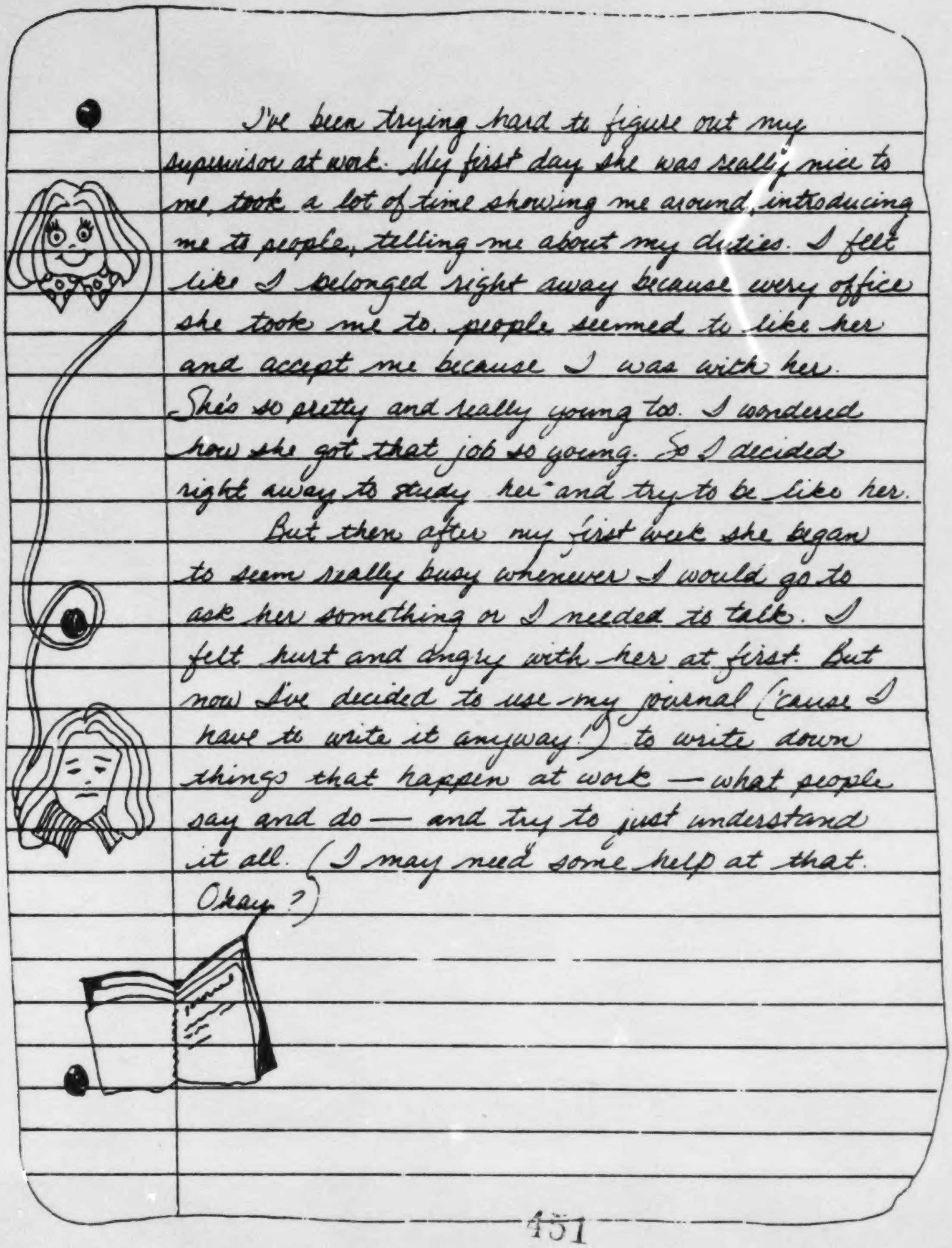


Hi Ron, how are you doing? Wow, what a bad day yesterday was! I had to stay at work till 10:30 last night mopping the floor — "Three times over," my boss said — so . . . . . .

I asked Wheeler if he would take a job like that that paid $1.75 an hour, and he said "Not a chance." I may tell that job to go jump. But its the best job I can get right now and if I quit then I won't have any money to fix up my bike, go out, do things I want to do.

Well, its easy for Wheeler to say!

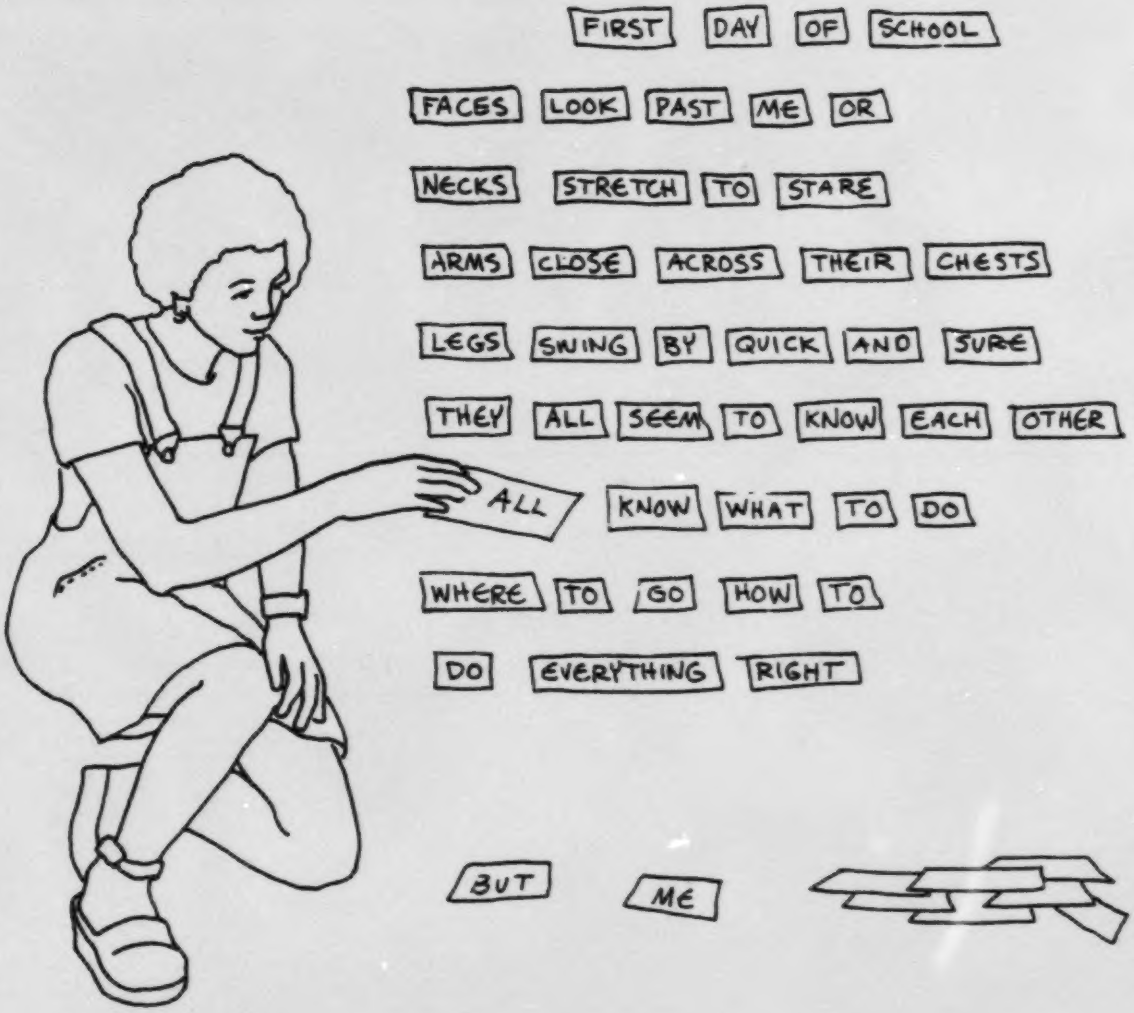
This student is using the journal entry to help her understand her emotional reactions to a changing job situation:



I've been trying hard to figure out my supervisor at work. My first day she was really nice to me, took a lot of time showing me around, introducing me to people, telling me about my duties. I felt like I belonged right away because every office she took me to, people seemed to like her and accept me because I was with her. She's so pretty and really young too. I wondered how she got that job so young. So I decided right away to study her and try to be like her.

But then after my first week she began to seem really busy whenever I would go to ask her something or I needed to talk. I felt hurt and angry with her at first. But now I've decided to use my journal ('cause I have to write it anyway!) to write down things that happen at work — what people say and do — and try to just understand it all. (I may need some help at that. Okay?)

Playing With Words


FIRST DAY OF SCHOOL
FACES LOOK PAST ME OR
NECKS STRETCH TO STARE
ARMS CLOSE ACROSS THEIR CHESTS
LEGS SWING BY QUICK AND SURE
THEY ALL SEEM TO KNOW EACH OTHER
ALL KNOW WHAT TO DO
WHERE TO GO HOW TO
DO EVERYTHING RIGHT
BUT ME

If you are not sure how to go about writing a poem, read a few poets (maybe your correspondent can help with suggestions), past and present, and get a feeling for their rhythms and ideas. Then write a poem of your own.

A dialogue can take several directions. You can hold a conversation with another part of your self that you don't show to most people, or you can imagine a dialogue with your correspondent. You may report an actual conversation you have overheard or taken part in. Or you can create two imaginary characters and report a conversation. Think of what you would most like to do after you finish school.

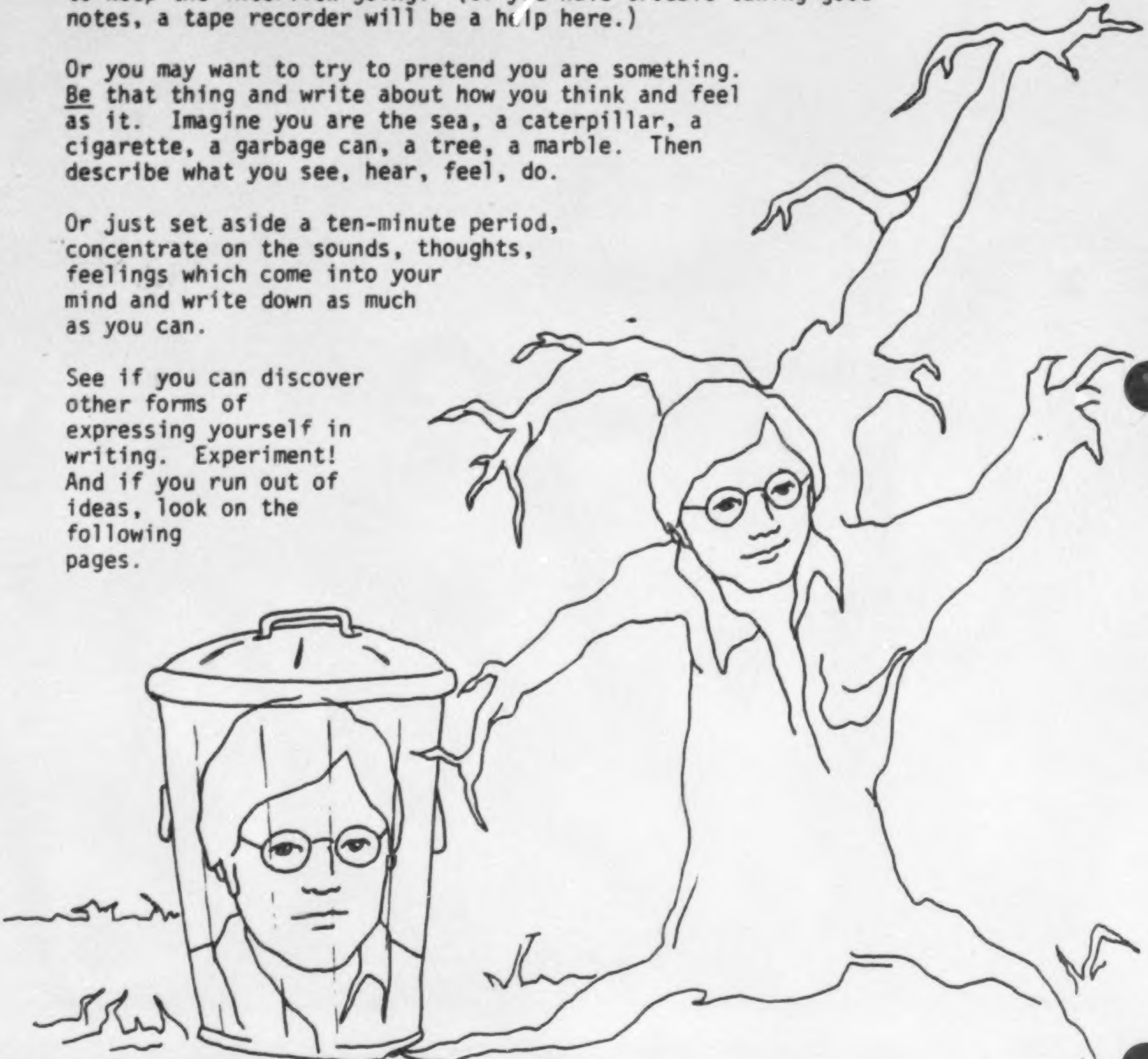
Imagine a dialogue between you as a job applicant and an interviewer for that job. Think of the thing you could say that would be most likely to get you hired. Now reverse roles: you're the interviewer--what do you want in a prospective employee? Try doing the dialogue in the form of a cartoon or comic strip. Try writing your own play with setting and directions.

Interview someone about something you are interested in learning about. Be sure to have some questions and ideas ready for the person you're going to be interviewing. It will be mainly your responsibility to keep the interview going. (If you have trouble taking good notes, a tape recorder will be a help here.)

Or you may want to try to pretend you are something. Be that thing and write about how you think and feel as it. Imagine you are the sea, a caterpillar, a cigarette, a garbage can, a tree, a marble. Then describe what you see, hear, feel, do.

Or just set aside a ten-minute period, concentrate on the sounds, thoughts, feelings which come into your mind and write down as much as you can.

See if you can discover other forms of expressing yourself in writing. Experiment! And if you run out of ideas, look on the following pages.



Ideas

YOUR COMMUNITY PLACE

The Place

☐ What is pleasing about your neighborhood?

☐ What is distasteful about it?

☐ Rebuild your neighborhood so that it fits your view of the ideal.

☐ Describe your response to your surroundings at different times of the day (i.e., sunrise, noon, sunset, night).

The People

☐ What do people in your neighborhood believe in? What are they prejudiced about. How do they show these values?

☐ What kinds of work do you see? Which can you do? Which do you like?

☐ Interview some people in your neighborhood. Find out about their past, present and planned future. Try to describe their lifestyle, their dreams. Discuss why you think they made the choices they did.

What's Happening

☐ What neighborhood activities do you enjoy?

☐ What could you and your neighbors do together to make your community a better place to live?

Then What...

☐ Have you ever worked in your community? What kinds of jobs were you able to find?

☐ Do you think more jobs should be available for youth in your community? What kinds of jobs?

☐ Describe your view of a perfect job. Where would it be? What would you be doing? How much money would you make? What kinds of people would your employers be? How would you relate to your fellow employees?

☐ In your opinion, does what you are learning in EBCE relate to future employment? Do you feel you are being prepared for getting a job? Are there any suggestions you have which would make you feel better prepared?

☐ Write a story about a person who is unhappy in his or her job. Try to solve the problem in a realistic manner.

☐ How do TV images of careers and life compare to the way people live in your community? What kinds of similarities and differences do you see?

☐ Interview one of your parents or a neighbor about the work they do. How do they feel about their job? How would they change things if they could?

Ideas, Ideas

YOUR EBCE PLACE

The Place

☐ Describe how your learning center looks. How do you think the place contributes to your learning experiences? How would you change it if you could?

The People

☐ Describe someone in EBCE that you care about.

☐ What kind of problems do you have in EBCE? How did they get to be problems? Who could help? How?

What's Happening

☐ Has some new interest developed for you lately? Are you looking at any unusual sites? How do you feel about them?

☐ Describe a recent day in the program. Describe an ideal day.

Then What...

☐ What's worth knowing? How do you know? Why do you think so?

☐ Describe how you would lead a class for a week in a subject you choose. What activities would you plan? Why? Try choosing one subject you like and one that you don't.

☐ Discuss the value of the projects you have negotiated. How do they relate to your present and future plans? What would make them better?

☐ List your project topics in order of preference, and discuss why you ordered them that way.

Ideas, Ideas, Ideas

YOUR PERSONAL PLACE

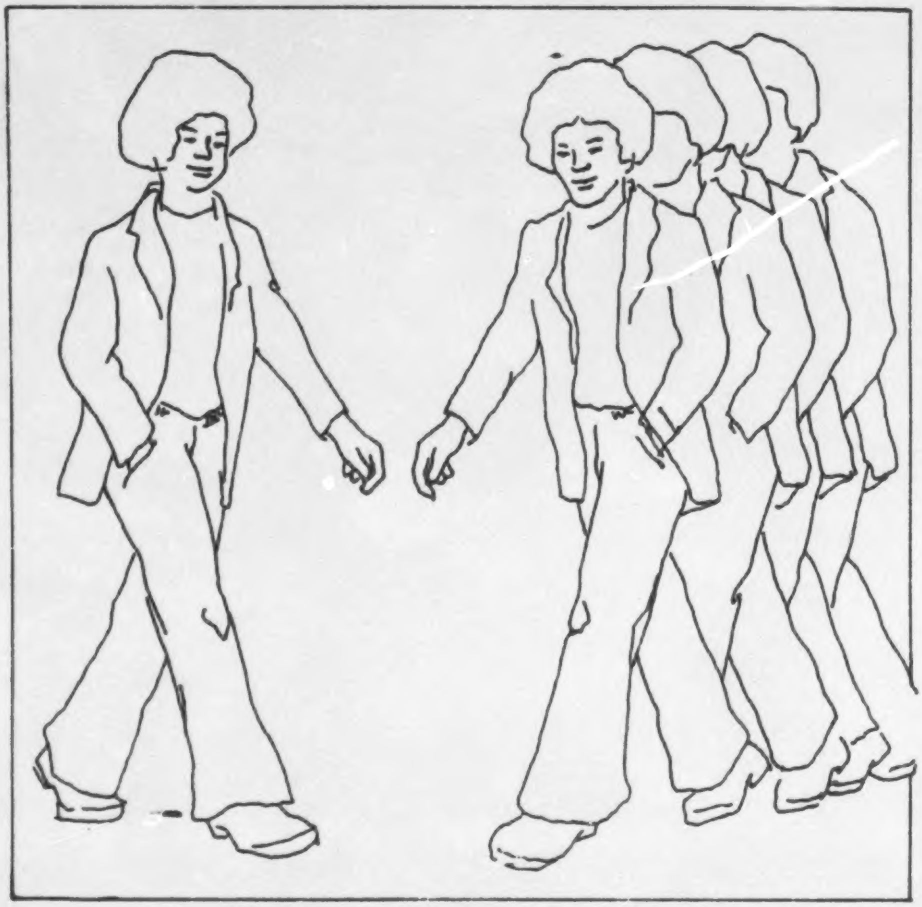
Describe your Self from as many points-of-view as you can.

☐ Discuss a response you've had to some recent media experience (TV program, newspaper article, music, movie, etc.)

☐ Discuss your personal reaction to a recent rap session you've had with (a) friends, (b) parents, (c) correspondent, (d) other teachers, (e) a stranger.

☐ Develop a thought or idea you have. Anything goes!

☐ Step outside yourself, and describe YOU as if you were a stranger just meeting you.



☐ Get into any kind of emotional response you have experienced (i.e., anger, sadness, happiness, etc.), and describe it with color and life.

☐ Do you like being alone? What do you most like to do when you are alone?

☐ Discuss your hopes and fears, strengths and weaknesses. What relationship do these have to your life?

☐ Write down a dream or a fantasy you've had recently. Analyze its meaning to you.

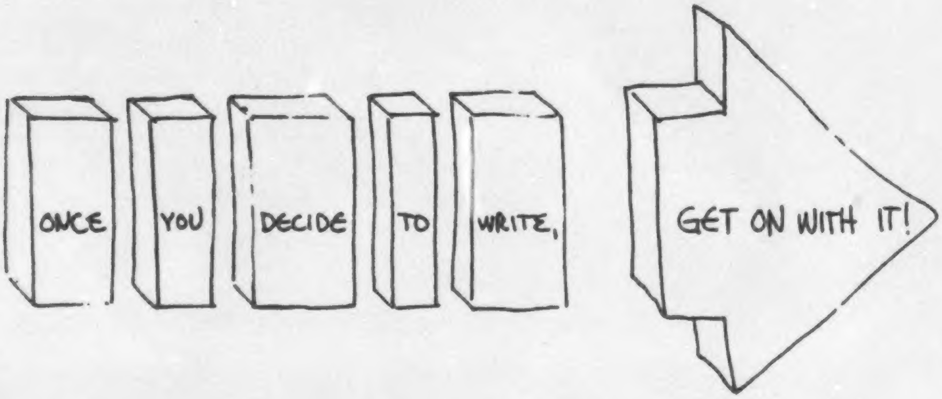
☐ Do you have a pet? Describe its personality and your relationship with it. Put yourself in its place and describe yourself and a day in your life.

☐ What kind of relationship with nature do you have? If you could spend your time anywhere in the world, where would you go and why? What would you do once you got there?

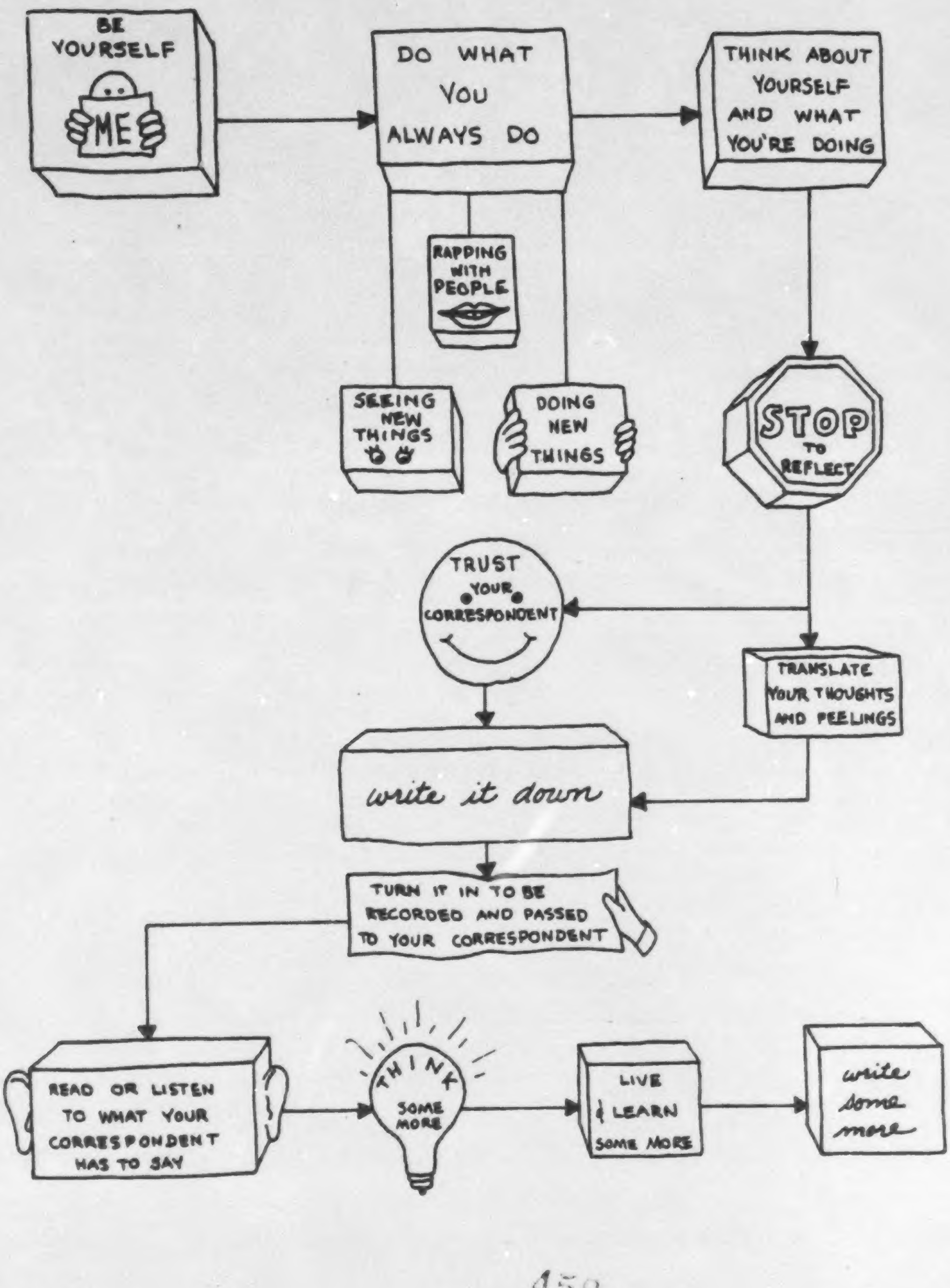
☐ Discuss something you hate. Try to decide what it is within yourself that makes you feel as you do about it.

☐ Develop a method for relaxing. Give directions so that your correspondent can try it, too!

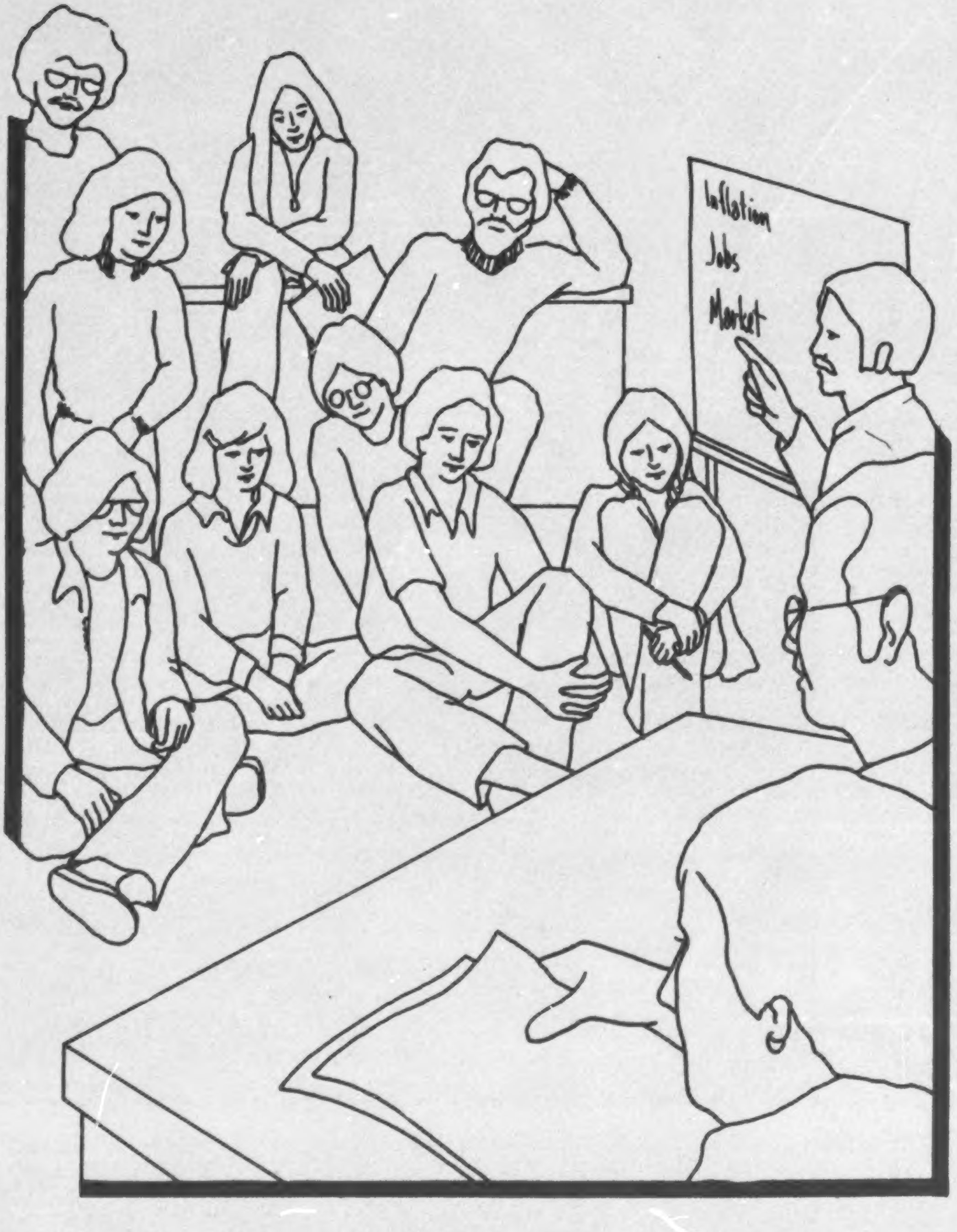
☐ Write a story in which you are the hero or heroine. Try to relate the story to future employment you hope to experience.



Writing a Career Journal


BE YOURSELF
ME
DO WHAT YOU ALWAYS DO
THINK ABOUT YOURSELF AND WHAT YOU'RE DOING
RAPPING WITH PEOPLE
SEEING NEW THINGS
DOING NEW THINGS
STOP TO REFLECT
TRUST YOUR CORRESPONDENT
TRANSLATE YOUR THOUGHTS AND FEELINGS
write it down
TURN IT IN TO BE RECORDED AND PASSED TO YOUR CORRESPONDENT
READ OR LISTEN TO WHAT YOUR CORRESPONDENT HAS TO SAY
THINK SOME MORE
LIVE & LEARN SOME MORE
write some more

EMPLOYER SEMINARS


Inflation
Jobs
Market

EMPLOYER SEMINARS

Employer seminars are regular meetings of students with employers and other community people to discuss Career Development topics. The seminars help students better perceive issues and trends occurring nationally through frank discussion with individuals from the local community who are impacted directly by such issues as the changing work ethic, job discrimination, retirement and career mobility.

THE PURPOSES OF EMPLOYER SEMINARS

1. give students an information base in important Career Development topics which they might subsequently examine and test during their individual learning experiences in the community
2. make further use of the particular knowledge and experience of employer and community resource people
3. provide large group learning experiences to complement individual student activities by
    a. encouraging circulation and exchange of ideas
    b. stimulating collective discussion and debate of facts and opinions
    c. allowing for peer group reinforcement of learning and general personal growth

THE PEOPLE INVOLVED

One or more staff members should be designated to help guest resource persons prepare for their presentations. These might logically be the student coordinator and one of the employer relations specialists. They in turn may call on either the learning manager or the learning resource specialist for additional support.

RELATIONSHIP TO INDIVIDUAL LEARNING PLANS

The content of employer seminars relates most directly to Career Development objectives and is incorporated in each student's project work. Since attendance is required, seminars also interface directly with program requirements and the Student Accountability System.

EXPECTATIONS FOR STUDENTS

Students are required to attend all employer seminars. Subject matter of each seminar will be incorporated into student projects to insure student assimilation/use of information presented.

Steps to Follow

PREPARING FOR EMPLOYER SEMINARS

page

1 Agree on purposes and requirements for employer seminars *459*
2 Designate staff roles *460*
3 Specify student rights and responsibilities *461*
4 Involve the community in planning and implementing seminars *461*
5 Select topics for seminars *462*
6 Identify speakers and plan each seminar *466*
7 Specify dates on program calendar for reminding speakers, staff and students *470*
8 Orient students to seminar purposes *470*

CONDUCTING EMPLOYER SEMINARS

9 Orient and assist seminar speakers *471*
10 Conduct seminars and incorporate them into subsequent learning plans *472*
11 Debrief with staff and speakers to evaluate seminar presentations *474*
12 Monitor student attendance and apply accountability consequences as necessary *474*
13 Initiate thank-you letter and/or other types of response to conclude the seminar speaker's involvement *474*

Preparing for Employer Seminars

1

Agree on purposes and requirements for employer seminars

EBCE's basic purposes and requirements for employer seminars were given at the beginning of this section (page 455). Following are some considerations your staff should discuss when planning for seminars.

Employer seminars should provide accurate, current and relevant information about important economic and employment issues. They can be invaluable learning experiences for staff as well as students.

The seminars should be honestly representative of prevailing conditions and trends. They should involve speakers with diverse viewpoints from all walks of life who have direct experience in specific topic areas.

When possible, seminars should involve more than one speaker. Students have a right to hear both sides of issues and to understand something of the plurality of experiences and ideologies that comprise today's society.

Seminars should not only present abstract overviews but also demonstrate a topic's applicability to everyday life. For example, a discussion of supply and demand can deal with petroleum shortages and national economic trends in terms of their impact on consumer lifestyles and real job possibilities in the local community.

Seminars should not substitute for real experiences in the community. Rather, they should complement student learning activities at employer sites by providing a broader context for analyzing experiences and refining career/life goals.

2 Designate staff roles

Employer seminars should involve all the staff to some degree in selecting topics, identifying speakers and planning presentations. You may wish to designate one staff person to coordinate planning efforts and to serve as liaison with speakers. Following is a brief summary of EBCE staff roles as they might relate to employer seminars.

The student coordinator is most consistently involved in helping plan and implement all types of group activities and can therefore be of great assistance with seminars.

The program administrator is in a good position to make some of the initial contacts with people in the community that are necessary to refine the definition of topics and selection of potential speakers.

The employer relations specialist may already be familiar with many of the people selected as speakers as well as generally aware of Career Development implications of seminar topics as they might impact student onsite experiences.

The learning manager is responsible for the total development of each student's learning plan. He or she should be involved in planning the content of seminars and making provisions for incorporating seminar experiences into project activities.

The learning resource specialist can help with selection and use of materials and equipment necessary for seminar presentations. The LRS's contacts with community resource people can also be drawn on in the identification/selection of seminar speakers.

In addition, community members and students should be involved in both planning and implementing seminars--see Items 4 and 11 respectively.

3 Specify student rights and responsibilities

Students are expected to attend the scheduled seminars, participate in their activities and work with learning managers to incorporate seminar information in project activities. Attendance is taken at seminars and entered in the program's records. Absences are dealt with on an individual basis and, as need be, accountability consequences initiated.

Keep in mind when negotiating consequences for a student missing a seminar that the seminar information is considered critical for all students. To help the student accept the responsibility for missing a seminar you might consider ways in which the student can do additional activities to obtain the information he or she did not receive from the seminar.

CROSS-REFERENCE

See "Learning Plan Negotiation," pages 77-91, for discussion of accountability standards and consequences.

4 Involve the community in planning and implementing seminars

Employer seminars deal with current issues that impact the nature and quality of everyday life. It is important that you involve community people in both their planning and implementation. Try contacting your local Chamber of Commerce and other citizen/ community groups. Invite employers and employees from the EBCE site network. This kind of involvement can both increase the relevancy of the presentations and improve your relations with the community. (See also Item 6 for identifying speakers and actually planning each seminar.)

5 Select topics for seminars

SELECTING TOPICS

Brainstorm with people from your community when considering topics. Ask yourselves, what are the issues and problems facing people in this community; how do those relate to events and trends you see happening on a national scale? You may wish to review the list of Career Development learning objectives in Appendix B for possible topic ideas.

Keep in mind also that seminars will be used as resources for project activities. While you should not dilute their essential Career Development focus, it's a good idea to think about topics in terms of their various Life Skills ramifications. Learning managers will find this helpful when they later are negotiating project activities to help students assimilate and act on what they learned from the seminars. Topics will most obviously relate to functional citizenship, personal/social development and critical thinking, but the areas of creative development and science might also yield interesting project activities.

SOME POSSIBLE ISSUES

Following are several major topics chosen by EBCE staff, students and community representatives and some thoughts about how each is important for students to confront. Remember, however, these thoughts are meant to sketch some of the directions a seminar might explore. We do not recommend them as representative of all the important concepts relating to any given topic. Your planning group and seminar speakers should decide what is important for students in your program and community to understand.

The Changing Work Ethic

Students should analyze work in America for its national and personal significance. It is important for students to understand that American productivity has lagged significantly behind that of other countries in the recent past. There is a complex reason for this gap, but one crucial aspect is the work ethic of today's labor force. An analysis of the changing work ethic is important to see if technology itself or the organization of work is behind the apparent change.

As part of the study of work ethics, students can consider psychological satisfaction and pride in work. They should deal with the notion that work provides goods or services for other people. In this broad sense all work has some degree of external benefits attached to it. It is true, however, that some careers allow for a greater pride of work than others. No one should take pride in making a shoddy product even if it brings in large amounts of cash. Often a person's work and the benefit of the work are widely separated. Students should analyze what happens when this separation occurs.

Students might also examine how job habits and work rules impact both the employee and the employer. It is important that students understand the usefulness and legitimacy of habits and rules. They should also be able to determine when those same things are counter-productive either in terms of personal values or broader social effects. Students need to know how to change themselves or the rules if it becomes necessary and to understand the connections between habits, rules and attitudes and a work ethic.

Economics

Students need to understand that the main structure of United States economy is free enterprise with some degree of government involvement. Students should be familiar with areas within the economy that are more or less involved with state, local or federal government.

At the same time that students deal with a basic understanding of American economics they should analyze local and national economic trends. They can look at several key indices that help in estimating the general level of economic activity in the nation. They can also develop a familiarity with the concepts and measures of inflation, unemployment and gross product on both the national and local levels. This kind of information might be combined with an examination of local plans for community growth and help students in their considerations of career choice.

Management--Labor Relations

Students need some understanding of the history and present status of organized labor and management relations. It is important that they understand that the labor unions in the United States were often forced to fight for acceptance by management groups. In the 19th and 20th centuries this fighting resulted in bloodshed on both sides. Today unions play a crucial role in many segments of the economy and are sometimes brought into decision making sessions along with management. Students should understand that big business and big unions play significant roles in the American way of life now, yet only a minority of the labor force enjoys union representation.

Organizational Structure and the Individual

For students to understand the impact of organizations on their roles as workers it is important that they examine the hierarchical nature of business organizations. They should be able to identify the task roles and see the potential for efficiency and inefficiency in the structure of organizations. Students should be able to assess the effect of organizational structure on individuality.

Students also need to identify their own tentative desires for advancement and how those wishes may be obstructed by organizational hurdles. It is important to consider how having values that differ from an employer's might impact advancement in an organization. It is necessary for students to determine what credentials, experience and/or training are required for advancement in different organizations.

Students should also analyze in relation to organizational structure the career demands that can be made on their personal lives. They should deal with the fact that the central point of most people's lives is their work, in and out of the home. However, this is not all there is to leading a full life. In too many cases a worker's personal life and job are in conflict. Things like more pay versus leisure time, work in the city versus living in the suburbs or country and work tensions brought into family life are all demands put on workers' personal lives. Students need to consider in choosing a career the various ways in which a particular job will impinge on or fulfill one's personal life.

Job Discrimination

Students should look at how discrimination, both past and present, impacts many of the economic problems that workers face today. Even though there may be clear differences in the qualifications of the applicants, these differences may be caused by a lack of training opportunity based on sexual or racial discrimination. Starting with equal education is not necessarily enough because a great number of adults with a full work life ahead of them are stuck with the problem and no great chance of success. Students should be able to recognize instances of discrimination, know where it comes from and ways to deal with it--both in themselves and in their environment.

Career Goals and Strategies

Students should consider that, although the more highly specialized worker is a key part of the American economy, too much specialization creates problems for the individual worker and the economy. Becoming an "expert" in one particular area is often economically rewarding but can be risky if demand for that job or skill should change. Any strategy for achieving future career goals must take account of this basic problem.

The concepts of employment, underemployment and unemployment are also important to think about in relation to potential career choices. The key distinction here is between underemployment and unemployment. How can you tell if a person or a machine is not being used to its full potential? Does holding any job mean a person is employed?

Students should be able to outline strategies toward achieving their tentative career goals, including strategies to improve skills and alleviate knowledge deficiencies. Some of the strategies for realizing career goals should include knowledge of how to look for a job and how to apply for a position once it has been identified. Students should gain information about technicalities like how to prepare for a successful job interview and write an effective resume.

6

Identify speakers and plan each seminar

IDENTIFYING SPEAKERS

Speakers should be identified as much as possible through the local community. This can be done in a variety of ways ranging from volunteers who hear the program administrator speak at a Kiwanis or Rotary Club meeting to personal contacts made by staff or recommended by students. Speakers may also be members of the program advisory or governing groups and/or the employer network. Their familiarity with the program will help them to understand and work with both the students and the EBCE philosophy. It is important to contact speakers as early as possible to give them time to arrange their schedules, prepare their thoughts and help plan the seminars.

Keep in mind again the importance of speakers being representative of many different points of view. Try to plan seminars with several speakers. While much of the content will be factual, different people's experiences will lead them to emphasize different aspects of a topic.

For example, a seminar on the changing work ethic might include several retired people, a blue collar worker, a management person and several students who discuss the different ways in which they see the nature of work in America. For the same topic you might invite two business executives from companies with markedly different policies and philosophical orientations to discuss how each sees the work ethic in America--both personally and from the points of view of their respective companies.

PLANNING SEMINARS

It is a good idea to rough out at the beginning of the year both the topics and general formats for all the seminars you intend to have that year. A possible planning sequence could be as follows:

1. Before the year begins, meet with staff and representatives from the community and students to select topics and gather ideas for their presentation. You might find some of your planners can also be speakers.

2. Develop a schedule for the seminars and identify speakers by the first weeks of school.
3. Several weeks before the seminar is scheduled, meet with speakers, staff and some students to plan the specific format and needed support materials.

GENERAL FORMAT CONSIDERATIONS

Seminars should average one or two hours in length and be conducted in a relaxed manner conducive to the free exchange of ideas. They can be held in the commons area of the learning center, or, when it is possible and appropriate to the subject matter, held outside--at employer sites and other places in the community where the reality of the environment might contribute to the effectiveness of the seminar.

Each seminar is held once but can be videotaped for future reference. Staff should all try to be there--seminars can help them learn more about careers and the working world too!

Presentations, while utilizing the primary device of the large group gathering, can also employ a variety of techniques designed to involve each student more personally in the information sharing. Various seminars might include lectures, panel discussions and simulation games involving students in small group role-play situations. Presentations should be followed by question-and-answer sessions during which students are encouraged to open up with employers and challenge any points with which they may disagree.

EXAMPLES OF FOUR EMPLOYER SEMINARS

Following are summaries of several employer seminars held at the Tigard EBCE learning center. We offer them here to illustrate some of the ways in which seminars might be presented.

"Finding A Job"

The speakers were two personnel managers from major industries in the local community.

Format: Students were divided into two groups; each personnel manager gave his or her presentation to one group. Afterwards the groups joined with both speakers and staff to discuss the different points of view that came out during the presentations.

Content: The speakers discussed the techniques and procedures in applying for a job, emphasizing the importance of advance planning in applying for a job and the fact that a job candidate must actually sell an employer on his or her skills and usefulness. They gave various tips on job hunting, preparing for a specific job interview, conduct during a job interview and filling out application forms.

"Economics"

The speaker was an economics professor from a state college.

Format: Students assembled in a large group with the speaker presenting background material and defining terms. Students then divided into small groups to act out the roles of nine sectors involved in one aspect of the economy. They concluded with a large group discussion of how the economic sectors interacted.

Handouts included a diagram of the nine sectors involved in or affected by the oil industry--foreign producers, domestic producers, service stations, general industry, auto industry, consumers and workers, government, alternative energy sources, environmentalists--and questions to answer in discussing the relationships of these sectors to each other.

Content: The speaker used the oil/energy crisis as an example of the way economics affects everyday life. He began with a brief introduction to basic economic concepts, explained the theoretical basis of the free market system and then discussed the realities of the "free market" in the world today. He used the flow of goods and services in the oil industry to illustrate his points and had students break into nine groups representing the various sectors of the economy involved in or affected by the oil industry. There were individual group and concluding total group discussions of how each sector affects the others. (The speaker later indicated that this role-playing technique, which he uses with his college students, is more effective when spread over several days.)

"The Changing Work Ethic"

The speakers were a personnel director from a nearby electronics firm and the vice president of a major wood products corporation.

Format: The seminar began with a full group meeting and opening statements by the speakers on work ethics, values and attitudes. Students and staff/speakers then broke into small groups for discussion of questions generated by the large group presentation. They concluded with a large group discussion of questions and issues.

Handouts consisted of leading questions related to the topic and an introductory statement to the subject that underscored some of the speakers' points relating to increased employer awareness of employee needs and the fact that employees are becoming better educated, less income-oriented and more concerned with taking an active part in managing what happens to them.

Content: The first speaker based his presentation on the notion that work is synonymous with survival--either you are living on today's work or you are living on savings or your own (past work) or you are living on somebody else's work. The second man advanced the premise that the economics part of industry is still a fairly simple idea--it takes a lot of goods and services to support a society and virtually all of this generated, provided and delivered through people working and earning a salary.

Both men stressed the need for people to find work that they enjoy doing and the importance of the searching process that people go through prior to deciding what work they want to do. They also introduced the relationship between the economic system and the political system and the direct bearing this relationship has on the work ethic of a given society. Students were especially concerned with the issues of finding work that is personally satisfying and what employers are doing or can do to help employees feel important, valuable and satisfied with their work. In closing, both speakers pointed out the interdependencies of employees and employers whether the business is large or small.

"Job Discrimination"

The speakers were a personnel manager, an insurance agent, a job developer for the Greater Portland Urban League and a representative from the Bureau of Indian Affairs.

Format: Staff members led thirty-minute small group discussions and used handout sheets of prepared statements and questions to stimulate student expression of feelings and attitudes related to prejudice. The seminar concluded with a thirty-minute large group discussion of the information emanating from the small groups and presentation by a panel of people from the business community.

Handouts included checklists for individual "yes/no" and "agree/disagree" expression of attitudes and opinions related to discrimination and a case study involving a real estate agent and a middle-class black family.

Content: The student coordinator led the large group discussion, which featured brief presentations by the four guest speakers on their experiences with discrimination in job situations, either personal or as reflected in company policy and legal provisions.

The personnel manager dealt with the subject of discrimination from the employer's point of view; the insurance agent discussed sex discrimination from her own personal experiences as a professional woman. The job developer shared not only his personal experiences with discrimination but also the kinds of problems he tries to solve for others as job developer for the Urban League. The person from the Bureau of Indian Affairs discussed discrimination as an acknowledged practice of her agency, which hires only people with some Indian heritage because it believes "Indians work best with Indians."

7

Specify dates on program calendar for reminding speakers, staff and students

Try to select at least the first several topics for seminars early in the year and place their dates and subjects on the school calendar. This will give staff and speakers enough lead time to plan the presentations and arrange their personal schedules. Seminar dates can be listed in the Student Handbook and included in school year action zones as well so that students can know to plan their other learning activities around seminar times.

8

Orient students to seminar purposes

Introduce students to seminar purposes during their orientation to the program. Be sure to explain how seminar topics can relate to project and site activities (see Item 10). Stress also the importance of their planning their own time so that they don't miss any seminars. You might wish to review the purposes given in Item 1 and at the beginning of this section when planning your orientation. *(For general program orientation, see "Program Entry/Exit," Student Services, pages 27-35.)*

Conducting Employer Seminars

9 Orient and assist seminar speakers

This task is fairly self-evident. The degree to which a speaker will need to be oriented to the program depends on how much he or she is already familiar with it--for example, an employer instructor will need little general orientation and time can be spent more on insuring that he or she understands what is expected of the seminar presentation itself. Others less familiar with the program may need to know more about its goals and philosophy. Usually orientation will consist of a brief informal discussion with the speaker about the program in general and about topic particulars that might be emphasized.

Whenever possible, encourage speakers to plan their own presentations. The employer seminar is a "dose of reality" and should not be prejudiced by excessive staff interference. Thus most of our assistance takes the form of helping speakers "warm-up" ahead of time if they feel they need to do so, listening to their ideas and suggesting possible methods of presenting them. Staff should also assist speakers by obtaining audiovisual equipment and preparing handouts they need to make their presentations.

10 Conduct seminars and incorporate them into subsequent learning plans

CONDUCTING SEMINARS

Remember in conducting seminars that their main purpose is discussion of important Career Development topics. In addition to the presentation of facts, each seminar should in some way provide for students, staff and speakers to exchange views, test opinions, ask questions and so forth. This can be handled through small or large group question-answer sessions or in small group workshops. Workshops are particularly useful because they can be designed to involve students more actively in developing their own responses to issues and solutions for problems.

How you conduct seminars will be largely determined by your speakers. Some will be comfortable with taking the lead in both presenting information and deciding how best to handle discussing that information. Others may be less comfortable with groups and might prefer to have staff manage the formalities of the presentation with the speakers serving as resource people--for instance, as members of a panel. Staff should be alert to variations in personal style among speakers and give support as necessary. Seminars are supposed to be a free exchange of ideas, but don't forget that sometimes people's shyness will inhibit the flow of discussion. Ask questions at the right time. To help clarify issues, try paraphrasing speaker comments or student questions. In short, be sensitive to the dynamics of group interaction as well as to the content of the seminars.

INVOLVING STUDENTS

Following are ways in which employer seminar experiences might be integrated with the student's other program work.

Prior to seminar, there are several things in which students might be involved:

1. Study questions and a list of background reading for students can be prepared by speaker, student or staff member.
2. The topic can be discussed in a group meeting immediately prior to the seminar so students will be

prepared with some background information. Preferably, a panel of students should prepare for and lead these meetings.

3. Each student can be asked to bring to the seminar at least one written question relevant to the issue.

After the seminar, if there is sufficient interest, staff can have a followup discussion or group activity relevant to the issue. Learning managers can ask students to apply the issues to their current employer sites by way of negotiated project activities. In addition, you should encourage students to use their journals to record their thoughts about seminar issues. Ask them to look more closely at their employer site experiences in the light of information gained from seminars.

Seminar activities can be worked into projects in several ways. The following options might be considered:

1. preparation of discussion questions and reading list for a seminar
2. informed participation in small group discussions held a few days after the seminar
3. leading a group discussion (possibly for credit in both functional citizenship and personal-social development project activities)
4. meeting speakers when they arrive, introducing them to the group and sending a followup thank-you letter (could be a personal/social development activity)
5. devising and/or leading a followup activity
6. explaining how the issue relates to an employer site (could be either a project activity or a journal entry)
7. recording questions raised by students at a seminar and how they were answered (could be part of a critical thinking project or a personal/social development activity focusing both on content and process of seminars)

11

Debrief with staff and speakers to evaluate seminar presentations

Implementing employer seminars will be an ongoing learning experience for staff, community people and students alike. It is a good idea to build into your planning schedule some form of debriefing after each seminar. This can take place over lunch at the learning center or entail a more formal evening meeting, depending on your needs.

Invite several students to participate with you in debriefing. They will be able to help you ascertain which methods and concepts worked with students and which ones did not. You can also summarize the results of the debriefing in a memo to the rest of your staff for use in planning subsequent seminars.

12

Monitor student attendance and apply accountability consequences as necessary

If you agree that seminar attendance should be mandatory (see Item 3), then you should have some method of checking that all students come to each seminar. It is also a good idea to decide ahead of time what kinds of consequences your staff wishes to apply to students who fail to attend. While each case should be negotiated individually, you can better insure equitable treatment to all students if you have some general consensus in advance as to courses of action that might be taken.

13

Initiate thank-you letter and/or other types of response to conclude the seminar speaker's involvement

This step is straightforward. It is good public relations to follow up on a community person's volunteer efforts by sending a letter summarizing your appreciation and making comments about how you saw the presentation. Also, the debriefing session following each seminar can help achieve a similar result (see Item 11).

LEARNING RESOURCES

LEARNING RESOURCES

People, places and materials in the community itself form the major portion of learning resources EBCE students use to complete their individual learning plans. Supplementary materials and detailed reference files of available community resources are kept at the program's learning center.

THE EBCE APPROACH TO LEARNING RESOURCES

1. reinforces community-based learning by encouraging students to recognize and use the learning potential of community and employer sites
2. provides for continual identification and/or acquisition of human and material resources to support individual student learning plans
3. develops an effective system for referencing available resources both at the EBCE learning center and throughout the community

ASSUMPTIONS ABOUT LEARNING RESOURCES

Learning is a lifetime process that involves the total person and all of his or her experiences; students should be able to use their entire community as a pool of resources for achieving learning goals at any time in life.

Using the community as a resource for their educational programs can help students better see the relevancy of their learning in terms of realistic roles, situations and people typical of that community.

There are many people in the community who are willing to invest time and energy to help students. With the support of EBCE learning strategies, these people can employ an interdisciplinary approach and capitalize on each student's interests and long-range goals.

Use of existing community resources can be more cost-effective than purchasing resources separately for institutional purposes.

THE PEOPLE INVOLVED

Community resource people are anyone in the community who might be contacted by students or staff to help meet individual student learning needs.

Employer instructors and competency certifiers are members of the community who have offered to work as human resources students can use in completing specific program activities.

The learning resource specialist (LRS) is responsible for coordinating the use of learning resources by referencing available community resources, maintaining basic materials at the learning center and helping students and staff locate specific people, places and things that match their individual needs.

The employer relations specialist (ERS) facilitates student use of resources in the EBCE employer site network and helps the LRS keep up-to-date references on resources available in the community.

Other staff and program-related adults also make suggestions about resources they discover that will contribute to student learning objectives. Students are encouraged to understand the EBCE approach to resources and to alert the LRS to any potentially useful materials, sites or people they encounter in the community.

LEARNING RESOURCES AND THE EBCE PROGRAM

All EBCE learning strategies require that students initiate and follow through on locating and using the resources necessary to achieve their individual learning goals. This section focuses on what staff must do to make sure that there are resources available to match individual learning needs and that students understand how to access those resources.

Also detailed here are learning center files and procedures that can support student use of community resources. We do not attempt to delineate at any great length the enormous variety of potential resources that can be found in your community. For excellent examples of how people, places and happenings in the community can serve learning purposes we refer you to *The Yellow Pages of Learning Resources* by Wurman (see Appendix F).

Student use of the community as a resource also depends greatly on the network of EBCE learning sites, the recruitment, development and use of which are discussed in the handbook on Employer/Community Resources.

482

Steps to Follow

ESTABLISHING A FRAMEWORK

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GATHERING RESOURCES

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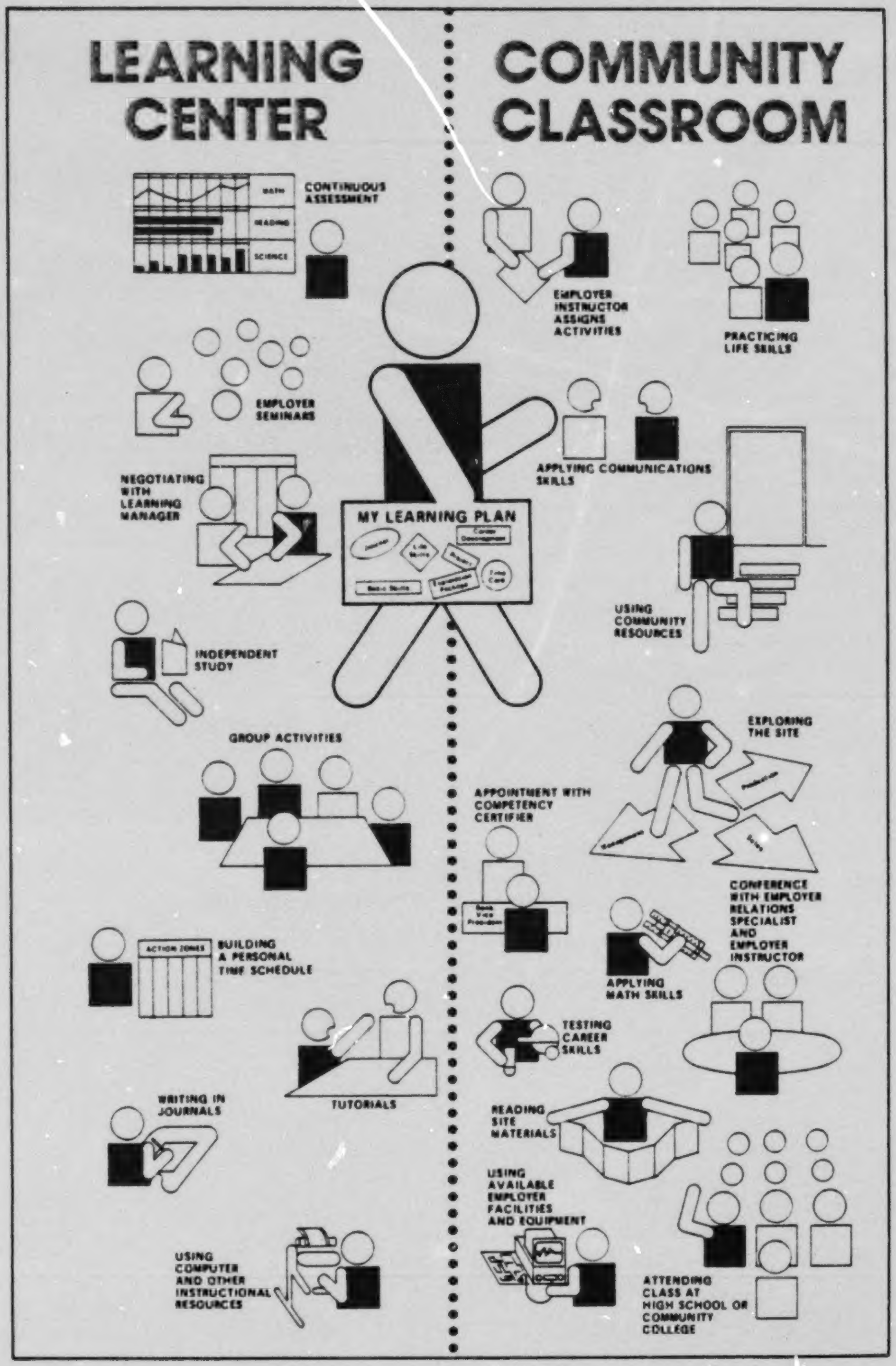

LEARNING CENTER
COMMUNITY CLASSROOM
MATH
READING
SCIENCE
CONTINUOUS ASSESSMENT
EMPLOYER SEMINARS
NEGOTIATING WITH LEARNING MANAGER
MY LEARNING PLAN
Journal
Life Skills
Career Development
Project
Time Card
Basic Skills
Exploration Package
INDEPENDENT STUDY
GROUP ACTIVITIES
ACTION ZONES
BUILDING A PERSONAL TIME SCHEDULE
TUTORIALS
WRITING IN JOURNALS
USING COMPUTER AND OTHER INSTRUCTIONAL RESOURCES
EMPLOYER INSTRUCTOR ASSIGNS ACTIVITIES
PRACTICING LIFE SKILLS
APPLYING COMMUNICATIONS SKILLS
USING COMMUNITY RESOURCES
EXPLORING THE SITE
APPOINTMENT WITH COMPETENCY CERTIFIER
CONFERENCE WITH EMPLOYER RELATIONS SPECIALIST AND EMPLOYER INSTRUCTOR
APPLYING MATH SKILLS
TESTING CAREER SKILLS
READING SITE MATERIALS
USING AVAILABLE EMPLOYER FACILITIES AND EQUIPMENT
ATTENDING CLASS AT HIGH SCHOOL OR COMMUNITY COLLEGE

Establishing a Framework

1

Consider influence of EBCE concepts on nature and location of learning resources

EBCE concepts suggest that the day-to-day life of a community can offer students a comprehensive set of individualized learning experiences. Accordingly, EBCE employs a broader than usual definition of learning resources. Since all "everyday" situations can be tapped for learning purposes, learning resources are defined as any materials employed in a student's learning process. The number and kinds of instructional materials and human resources used in student learning activities are theoretically infinite and may be located anywhere in the "community classroom." Following is a brief summary of basic EBCE concepts that impact learning resources.

The community is the classroom: Learning is not confined to any one location; instructional materials must include people, equipment and facilities at a wide range of employer and community sites.

Instruction is individualized: Instruction is tailored to the needs, interests and learning styles of each student. Multimedia resources supporting this approach must be flexible and responsive to student needs.

Students learn by doing: Since students are encouraged to learn actively rather than passively, many resources are referenced at the learning center and available elsewhere. In addition to textbooks and multimedia materials, EBCE considers tools, equipment and people in the community to be learning resources.

The curriculum is performance-based: Students must demonstrate levels of ability in a variety of skill and knowledge areas. As students challenge their own competence in specific ways, they find that current, comprehensive information gives them the direction they need to meet their own learning goals.

Learning is integrated: Students learn how to relate knowledge in compatible subject areas and to integrate many resources into their learning projects.

2 Agree on basic resources for completing learning activities

Learners themselves are perhaps the richest resource available to an EBCE program. Each individual's experiences, ideas, feelings and attitudes can provide data for identifying and solving problems. Situations that enable staff and students to draw on their own knowledge and to recognize and draw on the knowledge of others are a vital part of the learning resources considered by the program. Use of resources from the learning center, employer sites and community should combine with staff/student interaction to enrich each student's EBCE experiences.

All student learning activities begin with a meeting between the student and a staff member, employer instructor or community resource person to determine specific tasks, set goals and identify resources appropriate to the activities.

As much as possible, students are asked to identify for themselves the resources they might use. They then check them with the adult with whom the activity has been negotiated and take the initiative in locating and using the resources. This is true particularly for projects, competency certification and the career interest research necessary to select sites for exploration levels. At the same time, all staff, particularly the learning resource specialist, stand ready to give advice and to make sure students are going to the right places as they practice their skills at finding and using the things they need to achieve their goals.

The chart on the following page illustrates the activities each student performs to meet program requirements in each curriculum content area and suggests resources that should be available. Subsequent items in this section discuss how resources are identified and accessed by students.

CROSS-REFERENCES

Resource uses are also discussed as appropriate for separate EBCE learning strategies in the preceding sections of this handbook; see particularly the discussion under "Projects" on pages 258-263.

You may also use the index at the end of this handbook to locate other places where curriculum content areas (components), activities and resources are discussed.

STUDENT RESOURCE USES

CURRICULUM CONTENT AREAS	*ACTIVITIES*	*RESOURCES*
Life Skills		
Critical thinking Functional citizenship Creative development Science Personal/social development Competencies (13 survival skills)	Project activities (two projects--one preprepared, one individualized--in each Life Skills area) Special placement at community sites Independent study (at libraries, through classes, with tutors) Certification in each competency	Employer site resources Community resources (for example, libraries) Basic materials collection* (books and other materials in all Life Skills areas) Courses at local colleges/high schools Tutors Competency certifiers Competency materials file*
Basic Skills		
Mathematics Reading Communications	Project activities in Basic Skills Individualized activities	Employer site resources Community resources (for example, libraries) Basic materials collection* (programmed materials, books and other references in all Basic Skills areas) Tutors Courses at local colleges/high schools
Career Development		
Information about self and the world of work	Career Information System (CIS) Self-Directed Search (SDS) Exploration Package "matching exercise" Project activities on employer sites Employer seminars Basic Skills self-assessment at employer sites Competencies 1, 2, 3, 4, 7, 9, 10, 11, 12 Skill building level	CIS/SDS materials and computer terminal* Employer site resources Exploration Package file* Employer relations specialist files* Community resources (for example, libraries) Basic materials collection* (books and other materials in all Career Development areas) Competency materials file*
General and specific career skills	Career Information System Learning level experiences Project activities Employer seminars Basic Skills work at employer sites Competencies 11, 12 Student profile Special classes Skill building level experiences	Employer site resources Community resources (for example, libraries, high school/community college courses) CIS materials and computer terminal* Basic materials collection* Competency materials file*
Lifetime career development	Career Information System Self-Directed Search Employer site reference materials Exploration Package Learning level experiences Skill building level experiences Employer seminars	CIS/SDS materials and computer terminal* Exploration Package file* Employer site resources Community resources (for example, libraries) Basic materials collection*

**Available at the EBCE learning center and discussed later in this section.*

3

Identify staff to oversee learning resource uses and procedures

The learning resource specialist has primary responsibility for learning resources and is available to students who need help while working on their learning activities. As students progress through the program, the LRS assists them in the following ways:

1. Identifying resources for the learning center: The LRS initially identifies sources of instructional materials for the program, selects appropriate materials to be housed at the center and purchases or otherwise obtains them for student use.

2. Locating community and employer resources: The LRS maintains files of particular characteristics and types of resources and people at employer sites.

3. Directing students to resources: The LRS makes sure that students can find their own resources, encouraging them to become productive searchers by formulating their own resource needs and seeking out their own materials and tools, both in the community and at the center.

4. Instructing users: The LRS instructs students, staff and tutors in the use of instructional materials and equipment at the center, develops equipment request forms, instruction sheets and files for materials and acquaints students with the use of available equipment.

5. Helping tutors: The LRS monitors and aids tutors recruited from the community to help students learn specific skills, coordinates tutoring activities, surveys and inventories the pool of tutors in the community and provides tutors with support materials and appropriate references.

6. Coordinating competencies: The LRS coordinates the activities of students as they work toward completion of competencies, maintains materials files pertinent to each competency, confers with students working on competency requirements and arranges for qualified people in the community to judge students' competency achievement (for example, bank personnel, insurance brokers, driving instructors).

Given EBCE's emphasis on individual responsibility, it is preferable not to overtly "police" learning center and equipment uses. $(CE)_2$ has found that students tend to monitor themselves in this respect. Since there are limited resources at the center, most of which are needed by all students, students usually track down needed equipment or materials on their own. The LRS also keeps informal track of more expensive and/or frequently used items such as tape recorders and cameras.

All staff and students share the responsibility for being alert to new resource opportunities they might discover in the course of their program work. A learning manager and student might, for example, conclude that a reference text borrowed from a local library for a project activity could easily be used by many students working on similar activities. They could then notify the LRS of the text and its usefulness. The LRS may choose either to purchase the text as an important item for the center's basic materials collection or to simply note its usefulness and local availability on a card in the center's reference files.

Because of his or her continual contact with learning sites in the community, the employer relations specialist has a more explicit responsibility for learning resources. He or she should keep the LRS informed as to the nature and type of materials, people and equipment at each location. The ERS also works closely with the LM to insure that students are making good use of the resources they encounter in the community.

CROSS-REFERENCES

Job descriptions of the learning resource specialist, learning manager and employer relations specialist appear in "Personnel," Management & Organization, pages 52-54.

The role played by the employer relations specialist in identifying site resources is discussed on pages 494-498.

4 Specify purposes of learning center and allocate space for people and materials

PURPOSES OF THE LEARNING CENTER

Resource Center

The EBCE learning center is not a library; it should contain only the minimum materials and equipment necessary to support students making the transition from classroom experiences to "real world" learning at community sites. Rather than attempting to build a large general library at the learning center, the learning resource specialist should first concentrate on locating and developing reference files of community resources that may supply students with needed materials. Then, the learning center's basic materials collection should be built of those materials that cannot be located in the community or that will be of continued usefulness to EBCE program activities.

This collection should contain resources in each of the program's curriculum areas, classified and stored alphabetically by subject, title and author.

To facilitate student access to any and all pertinent instructional materials, several types of equipment (examples run the range from projectors and tape recorders to a computer terminal) should be housed at the learning center.

Referral Center

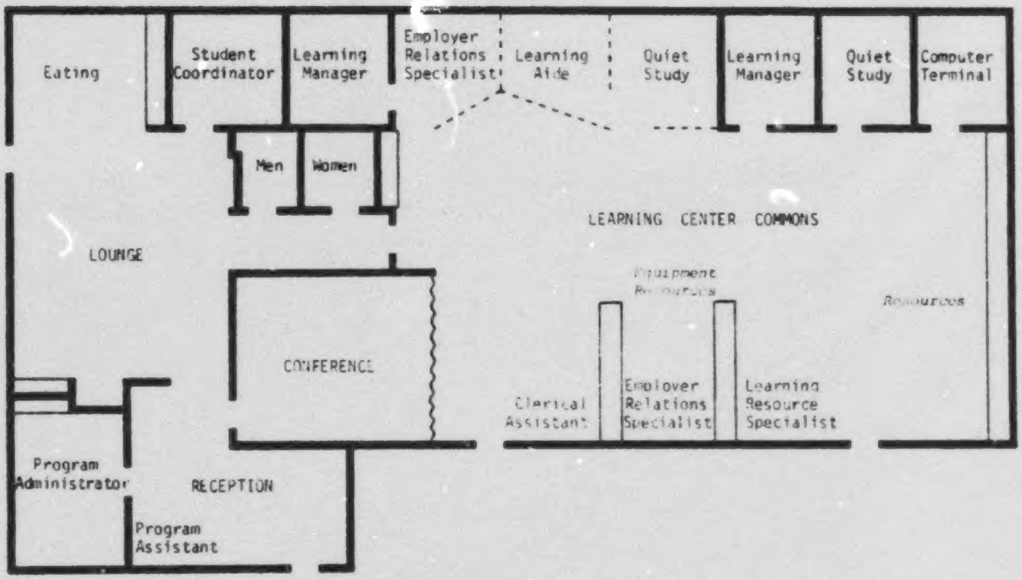
A major portion of the materials needed by students to complete their projects and other learning experiences will be located at employer and community sites. Many of these resources are inventoried at the learning center, but the center's references are by no means comprehensive. It would be impossible to reference all the useful materials available to students at individual employer sites or in the area's libraries, public agencies or educational institutions.

All program learning activities encourage students to use the community as a major resource, applying search skills that will be helpful throughout their lives. Both project and Exploration Package activities, for example, ask students to locate and list available resources that will help them develop products and enable them to answer questions pertaining to a specific topic.

ALLOCATING SPACE AT THE LEARNING CENTER

As a clearinghouse for instructional materials, the learning center should

1. offer easy, quick access to materials
2. make instructional equipment available to both staff and students
3. house instructional materials in a nonthreacening, nonbureaucratic environment
4. maintain an inhouse recordkeeping system to facilitate retrieval and use of pertinent materials by staff, tutors, students and others


Eating
Student Coordinator
Learning Manager
Employer Relations Specialist
Learning Aide
Quiet Study
Learning Manager
Quiet Study
Computer Terminal
Men
Women
LOUNGE
LEARNING CENTER COMMONS
Equipment Resources
Resources
CONFERENCE
Clerical Assistant
Employer Relations Specialist
Learning Resource Specialist
Program Administrator
RECEPTION
Program Assistant

The Commons

The $(CE)_2$ learning center commons is a large work/study area that houses most learning resources kept in the center. The commons contains tables and chairs for both individual and group activities. It also includes shelf space for each student to store belongings and a telephone message rack with a space for each student. The LRS's desk is situated in the heart of the area. Surrounding the commons are the catalogs, reference books and other instructional materials and equipment necessary to support the EBCE curriculum. Housing the computer terminal in a separate room effectively controls noise and provides additional space for quiet study when the terminal is not in use. Next to the computer room is an enclosure designated for quiet study.

Informality is the keynote of the learning center commons. Floor sitting and quiet conversation should have a place in this area.

Student and staff needs for work space are accommodated. Equipment permits individual use whenever possible, and forms are available for students to check out both the media (for example, film, tapes) and the equipment (for example, tape recorders, cameras). The learning center commons is designed to be an attractive space, organized for easy retrieval of media and able to accommodate individual, small group and larger group usage at the same time.

CROSS-REFERENCES

A description of the $(CE)_2$ basic materials collection is included on pages 491-492 and in Appendix F .

See pages 505-507 for equipment housed at the learning center.

The uses and design of the learning center are also discussed in "Business Management," *Management & Organization*, *pages 121-128.*

5

Orient students to access and use of learning resources

Program orientation activities at the beginning of the school year should include a workshop on how to use learning center and community resources. So students can best understand the logic of the EBCE approach to resources, the workshop should occur after they have been oriented to program learning strategies and requirements.

Orientation should stress to students that they have primary responsibility for initiating their own use of resources. The learning resource specialist can explain to students his or her role in EBCE, show them where materials and references are located at the learning center and encourage them to be creative in pursuing resources that meet their individual needs. Basic groundrules for using and refiling learning center materials might also be explained.

ORIENTATION ACTIVITIES FOR LEARNING RESOURCES

To help students understand and begin using learning center resources, worksheet activities such as those outlined below can be used as part of orientation workshops.

Finding a Tutor or Other Special Interest Resource

1. Select a special interest of yours.
2. Go to the tutor file and look for the name of someone who might be able to help you follow through on your interest.
3. If there are none listed, check the community college file to see if there are any classes you might take in that interest area.
4. Also check employer files to see if a particular site might have personnel or materials related to your interest area.

Competency Certification

1. Choose a competency.
2. Go to the files and list several resources you might use to prepare for certification.
3. Go to the certifier file and write down the name of a certifier in that area.
4. Estimate how long it will take you to read the materials and prepare for certification. Set a target date with the LRS.

Researching for a Project

1. Select a topic you would like to use for a project.
2. Go to the card catalog and find a resource that might help you on your project.
3. Find that resource on the shelf.
   a. Check it out with the LRS or learning aide.
   b. Look through the material and return it to the cart.
4. Use the file cabinet to see if there is any information in the files on your topic.
5. Use the *Reader's Guide* to find one magazine article on your topic. See if the center has the magazine and check it out if you can.

CROSS-REFERENCES

Item 9, pages 503-504 describes learning center files and Appendix F gives a bibliography of the basic materials collection.

See "Program Entry/Exit," Student Services, page 27-35, for discussion of orientation week activities.

Users may find the display on page 483 and the summary of basic materials on page 492 helpful in designing orientation activities that show students how resources are linked to specific strategies and program requirements.

Gathering Resources

6

Select and file basic materials to be kept at the learning center

BASIC MATERIALS COLLECTION

The learning center houses a limited basic materials collection designed to support student learning. These materials respond to needs of students and staff members that cannot be answered readily with other major resources (that is, from employer sites or other community locations).

Prior to the first year of $(CE)_2$, an extensive search identified instructional materials that could be used as a basic collection. Most of the resulting materials dealt with either skill level information or knowledge considered so general that every student in the program would need to confront it at some point in his or her learning program.

Only a few instructional materials were purchased initially, with a concentration on items that would assist students in learning basic mathematics and reading skills. Although a limited number of materials to support the Career Development and Life Skills components were also selected, the major portion of the resources to be used in these two areas were identified at employer/community sites. Materials were added as students' learning programs developed and as specific needs became evident.

Multimedia materials in the $(CE)_2$ collection include kits (several different media in one package), filmstrips, 8 mm films, videotapes, books, programmed texts, printed handouts, audiotapes and records. These materials were selected on the basis of their support to the three curriculum components and their capacity for being used independently by the student at his or her own rate.

The $(CE)_2$ basic materials collection may suggest ways for building learning resources for other programs, but should serve only as an example. Each collection should respond to the needs of the specific program and resources in the local community. Beginning such a collection requires compilation of a list of resources to support activities in the program's specific curriculum areas, but the list should not be exhaustive. Instead, the collection should be flexible enough to answer staff and student needs that arise during the early months of the program and to respond to unanticipated requests that occur throughout the year. The major guideline for compiling such a collection is to utilize what is available in outside collections and to supplement those materials with a basic collection located in a site convenient to students in the EBCE program.

$(CE)_2$ BASIC MATERIALS COLLECTION SUMMARY

Reference books: for example, dictionaries, thesaurus, almanacs, bibliographies, *Books In Print*

Textbooks, workbooks and programmed materials: primarily to help students improve their Basic Skills (for example, *Individualized Learning for Adults, Listen and Read* series, *Business English*, vocabulary and spelling worksheets)

Competency materials: a file of certifier names and addresses; instructions for individual competencies; files of pamphlets, handouts and other materials useful in completing competency requirements (for example, driver's manual, insurance forms, tax information)

Projects: files of projects already completed by students; supplementary materials related to individual project topics (for example, information on pollution, drugs or legal rights of juveniles)

Employer/community resources: a card file of often used community resources (for example, tutor names, Portland Community College course offerings, Tigard Library, Environmental Education Center) and of participating sites (for example, contact person, site description, job opportunities, levels available)

Career Development resources: pamphlets, magazines, employer site materials and career information (for example, job experience kits, Self-Directed Search)

Periodicals and other resources: a rack of current paperback books; magazine subscriptions

Normal school media purchasing channels provide the best access to such materials. EBCE program budgets should also be flexible enough to allow immediate purchase of materials as they prove necessary.

CATALOGUING AND FILING BASIC MATERIALS

There is no "correct" way to catalog and file the items contained in the basic materials collection. Since the collection should be responsive to the needs of students in a particular program and locality, some topics will receive more attention and some areas will be more developed than others.

$(CE)_2$ uses a general card catalog system as the main tool for student access to materials. The present collection is organized according to the Dewey Decimal System, using subject, title and author's last name to reference each item in the collection.

The materials housed in the center are supplementary only. Because resources located in the community or at employer sites cannot be covered completely in the center's files, students learn to use this card catalog for leads (that is, the public library or a community college library may be listed as possible sources of materials) that will help them develop their individual resource lists before beginning actual research outside the center.

In addition to the card catalog, a vertical file houses miscellaneous materials related to the three curriculum areas. Pamphlets, flyers and other free materials are filed, and students may use them as they wish in their learning activities. Competency materials are kept together, as are Life Skills materials related to each of the five project areas.

CROSS-REFERENCE

Appendix F contains a bibliography of the materials in $(CE)_2$*'s basic materials collection.*

7 Identify potential resources students may use at EBCE employer sites network

Students in the EBCE program learn by doing. Employer site resources give students opportunities to pursue portions of their individualized learning plans under the direction of skilled craftsmen or professionals. These resources are diverse, consisting of many kinds of people, materials and learning situations--often as specific as the trucks, tools, technical standards and safety gear needed to complete highway repair and maintenance.

Much of the equipment, tools and instruments used to produce goods and services at employer sites can be related to student learning. In some cases, individual employers will allow students to use professional or private libraries, publications and laboratory equipment. Law libraries, courtroom personnel and legal briefs, for example, may be interesting resources to a fledgling lawyer in the EBCE student body. Other employers may invite students to go out into the field to learn about building houses or to check pollution violations, for example, using the appropriate tools. Employers contribute manuals of instructional and text materials used to train people at their sites. Individuals work with students using their own professional materials, such as dentistry instruments or drafting equipment. The kinds of materials used in these learning situations are almost limitless.

IDENTIFYING EMPLOYER SITE RESOURCES

Close cooperation between the learning resource specialist and employer relations specialist is essential to identifying and using site resources. The ERS has frequent contacts with employer sites and is in a good position to ascertain the people and material resources such sites can offer students. The LRS, cooperating with the ERS, can also contact sites to locate learning resources.

Learning Site Analysis

The Learning Site Analysis Form (LSAF) is an important device for specifying the learning opportunities at employer sites in a way that can be used for negotiating site-specific project activities with individual students. Both ERS and LRS may use the LSAF to locate resources at specific sites. The LSAF contains, among other things, a reading materials checklist and a learning resources checklist. The reading materials checklist asks for a listing of often used forms, manuals, reports and other materials students may encounter in their daily visits to the employer site. The learning resource checklist asks the employer to list tools unique to the jobs at that site, special classes available, work samples and equipment. The ERS fills out these sections of the LSAF with the employer during an early visit to the site. (Examples of tools used by EBCE students during the 1973-74 school year appear on the following page.)

LSAF information can also be used in reverse--that is, a student might need access to a particular piece of equipment for a project activity. He or she could check through the filed LSAFs to find a site where that equipment is used and arrange with the ERS to use it on the site. If use is involved and time consuming, the student might then choose to stay at the site for a learning level to insure access to the equipment and interaction with site people who can assist the student in the use of the equipment.

Explorations and Projects

In addition to the LSAF, on which a staff member and an employer collaborate to identify site resources, students themselves are required to focus on specific resources as part of career exploration experiences at employer sites. Students record this information in Exploration Packages completed for each site and filed at the learning center for use by other students. As references to employer site resources, the Exploration Packages provide several kinds of useful information:

1. personal judgments and observations by each student
2. photographs, sketches or written descriptions illustrating key aspects of the job environment
3. specific characteristics of the job
4. descriptions of personal experiences at the site and recommendations about the site to other students

Students are encouraged to interact with site personnel and, as much as possible, make use of references, materials and equipment available at the sites where they are working on project activities designed for performance during career explorations or learning levels.

Industry-Produced Materials

Both the LRS and the ERS also have the opportunity to judge the quality and appropriateness of certain industry-produced materials

EXAMPLES OF TOOLS USED AT EMPLOYER SITES

Adding Machine
Air Compressor
Air Drill
Air Gun
Air Sander
Air Screwdriver
Air Wrench
Ambulance
Appointment Desk
Arc Welders
Binoculars
Blueprints
Boring Bar
Brushes and needles
Calculator
Cash Register
Ceiling Hoist
Cleaning Equipment
Coffee Machine
Computer
Control Boards
Copy Machine
Development Equipment
Diagrams
Drafting Machine
Drafting Table
Drill Press
Drills
Drum Lathe
Echo Chamber
Electrical Equipment
Electronic RPM Counter
Electronic Scaler
Filing Cabinet
Glass Blaster
Grinders
Hammer
Hand Tools
Headphones
Hydro Hoist
Hydro Press
Jack
Jack Stands
Key Punch
Lathe
Manicuring Table
Manuals
Material Measurer
Metal Lathe
Microphone
Organ
Oscilloscope
Parallel Bar
PBX
Piano
Pliers
Pneumatic Tubes
Posting Machine
Records
Sand Blaster
Scales
Screwdriver
16 mm Projector
Sledgehammer
Speakers
Spray Gun
Staple Gun
Table Saw
Tape Monitoring Machine
Tape Recorder
Tapes
Telephone
Teletype
Test Fixtures
Torches
Traffic Counters
Truck
Turntables
Typewriter
Verifier
Video Camera
Work Orders
X-ray Equipment

for EBCE student use. Industries, labor unions and government agencies produce a large volume of training materials, and if they are useful in terms of program objectives, such materials may be used either at employer sites or at the learning center. Many firms have designed educational programs for their employees that can serve as excellent EBCE resources.

While industry-related materials should be available to students, there are several points staff should keep in mind when evaluating such materials. First, the audience to which it is directed should be examined. Usually the audience is adult, and factors that motivate and interest adults may not do the same for high school students. Second, these materials can be narrow in their viewpoint and may not give students a full understanding of the concept, concentrating instead on what the company considers worth emphasizing.

ACCESSING RESOURCES AT EMPLOYER SITES

At all times, cooperation between the LRS and ERS is critical to optimum student use of employer resources. To help students know in a general way about all resources on employer sites, the ERS should forward to the LRS any information about site resources that he or she discovers in addition to those specified on the LSAF. Students find this information particularly helpful at two stages of their interaction with employer sites:

1. Before exploring sites: The file maintained and updated by the LRS at the resource center is used for general information about employer site characteristics.
2. When considering an exploration level: LSAF information is used to indicate specific resources, activities and materials available at that site, and the file of previously completed Exploration Packages can be used to gain further information from the student's point of view.

Employer Instructor Role

Employer instructors are the most valuable kind of learning resource students encounter through their site experiences. The EI plays an important role as part of the EBCE instructional team and can spend a great deal of time working with students on individual learning activities related to a particular job site. He or she directs students to use equipment and tools properly and judges whether or not a student has acquired job skills. In addition to job-related activities, students work on projects that require other employer resources (for example, books, manuals or employee interviews). The EI supervises all of these activities in cooperation with the ERS. Generally, it is the ERS's responsibility to interact with the EI to identify and, if necessary, obtain specific materials for students. Although many of these resources are identified at the time of the LSAF interview, it is sometimes difficult for an EI to recognize "instructional material" at his or her job site.

At times, EIs also volunteer to help students on an individual basis with deficiencies in Basic Skills areas such as reading or mathematics. As tutors, they give valuable one-to-one help to students, often explaining Basic Skills material in terms of its relation to real life situations and usefulness to a particular career.

CROSS-REFERENCES

See pages 508-510 and "Projects," pages 258-259, for further discussion of the use of tutors.

Learning Site Analysis Form samples appear in Appendix C. The LSAF is discussed in detail in "Projects," pages 213-214 and "Site Utilization," Employer/Community Resources, *pages 112-117.*

See "Career Explorations," pages 105-186, for discussion of explorations and a sample Exploration Package.

See "Projects," pages 189-273 for discussion and an example of projects; other project samples appear in Appendices A and C.

Item 9, pages 503-504 and "Site Utilization," Employer/Community Resources, *pages 125-133, contain additional information on employer site files.*

8

Identify potential community resources in addition to those at employer sites

In addition to tapping the people and materials at employer sites, students use other types of community resources. Projects may include use of tutors, attendance at classes or special placements at specific community sites. At other times, students use community resources less formally, as their needs dictate (for example, use of libraries, telephone calls to county extension agents, "drop-in" visits to agencies and service organizations to gather literature or other data needed to complete a project).

IDENTIFYING COMMUNITY RESOURCES

Community representatives make a useful resource pool for building an initial list of community resources. For instance, the strengths of the public library system and the materials at the local community college or university can be surveyed by members of the community, school district representatives may offer the use of district libraries, and employers can identify resources at their job sites and point out other sources of useful resources.

The learning resource specialist has primary staff responsibility for identifying representative community resources. As the program establishes itself, the learning manager will make suggestions about people, places or materials that may relate to a particular student's project. Students, too, should become involved in locating community resources. The LRS often points students toward learning situations, but the students have to follow up and explore them.

Surveying the Community

One of the first steps the LRS takes is to inventory and make an availability study of local educational agencies and media resources. Agencies surveyed should include local school systems and intermediate education districts, community colleges and universities. Queries may be made through form letters, telephone contacts, personal visits--whatever it takes to satisfy the LRS that the resources of the community have been tapped adequately.

Education agencies: The cooperation of all education agencies is essential if students are to have the same access to media as they have in public schools. To go into an area without this kind of cooperative effort would be unwise. County educational agencies, such as intermediate education districts (IEDs) in Oregon, may have extensive media centers with staff consultants, graphic designers and reference resources.

Public libraries: Local public libraries are a major EBCE resource. However, if the student is not a resident of the political subdivision supporting the library (city or county), special arrangements will have to be made to make materials available on a checkout basis. Such an arrangement may be as informal as a staff member obtaining a card and checking books out for students.

Local high school services: Ideally, students in the program should be able to use the libraries and materials of local high schools. This may require negotiation with the district and possibly making students in some way part of the school from which they are borrowing materials. Because they are issued Tigard High School student body cards, $(CE)_2$ students use the high school as a resource in many ways. Students use the school's resource center regularly and may attend selected high school classes as part of their individualized learning plans. Some students have taken courses to fulfill college preparatory requirements (for example, physics, advanced mathematics, literature). Arrangements also exist between the school and the program to allow students to borrow specific state-adopted textbooks. Finally, teachers from the high school serve as resources by certifying competencies and tutoring EBCE students with special learning needs.

Local community colleges: To date, only a few $(CE)_2$ students have actually taken quarter-long courses at local colleges, but many have learned about college life through minicourses in special interest areas during the school year. The community college also has a "drop-in" program for students wishing help in improving Basic Skills such as reading or mathematics.

Other resources: Community agencies, public services, cultural institutions and the unadorned community environment itself can provide learning opportunities for students--a glance at the *Yellow Pages of Learning Resources*, familiar to most educators today, demonstrates this fact. Resources must be developed to reflect the character, special interests and needs of the local community.

Following Up on the Community Survey

During the first months of program operation, the LRS follows up on the earlier resource availability study to find community contact people who can provide resources. If courses are to be available at nearby community colleges, contacts should be made with college registrars. In addition, catalogs and other information about course offerings and services should be obtained.

SUGGESTED COMMUNITY RESOURCES

1. Local libraries (city, county, agency or special interest, professional, business, private)
2. Museums
3. Government offices
4. Parks and recreational areas
5. Theaters
6. School district libraries and other facilities
7. Community colleges
8. Universities (containing facilities such as the Northwest Regional Special Education Instructional Materials Service at the University of Oregon or Portland State University's Learning Materials Center and Reading and Math Lab)
9. County education agencies
10. Community agencies (YMCA, YWCA, scouting)
11. Special interest classes (ballet, bowling, photography)
12. People (competency certifiers, teachers, businessmen)

Catalogs and brochures from local museums and schedules from theaters and planned cultural events can be added to the resource center's inventory. The yellow pages of the telephone directory and any special directory of services in the area (for example, Portland's *Chinook Centrex*) provide good sources for available community resources.

Local educational agencies may be major sources of materials and media. For example, in the Portland area there are three media depositories offering vast resources in educational media to Portland schools. To loan these resources to other educational agencies, a service charge plan may be required, but it should be less than the cost of rental. These media centers also provide consultation help, electronic and graphic technicians and reference resources needed to use educational technology effectively.

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In addition, pamphlets and brochures produced by special interest groups can be collected. The dairy council, telephone company and banks, for example, offer useful information in attractive packages.

Both local and national periodical and newspaper subscriptions should be chosen to relate to student interest and to reflect a diversity of subject matter and reading levels.

As the program becomes more established, communication channels between the program and the community should become more effective. Educational agencies such as the local high school and community college can produce not only resource materials and people, but also staff members willing to participate as tutors or competency certifiers. General public relations efforts to introduce the program to the community can be boosted if these efforts are followed up by asking people to become more involved. Businessmen find that not only can they open their companies to students as learning sites, but they also may counsel students with special problems or tutor them in a particular Basic Skills deficiency or special interest area. Senior citizens may wish to help as tutors of Basic Skills or simply teach a handcraft or special interest class.

Complimentary Materials from the Community

Since the program attempts to involve students in their own educational program, students should become increasingly aware of the rich resources that surround them during their daily travels around the community. As students discover complimentary resources at employer sites and community agencies (for example, forestry service, city hall, an insurance firm, the telephone company), they should be encouraged to request them for their own projects and for other students' use and information at the learning center.

9

Organize inventories of all resources external to learning center

Students should have access at the learning center to a selective inventory of resources available at employer sites and in the community. The inventory cannot list everything, but it should give students some ideas as to whom they may ask and where they look for additional information and materials. The system can be as simple as a card file kept easily accessible on the learning resource specialist's desk, or it can be a more detailed system including annotations about types of services or materials offered at resource sites. Students are learning to explore their community; consequently, general resource sites such as public libraries or community college course offerings should form a major part of this reference file to allow students to search for their own answers.

At $(CE)_2$, most available resources at employer sites and in the community are inventoried at the center. Students are expected to visit employer and community sites to obtain the materials they need. Inventories and resource files at the center take several forms:

Employer site card file: This file, kept on the LRS's desk, contains information about each employer site including:

1. name of contact person
2. type of business
3. special limitations, particularly regarding available experience levels (that is, exploration, learning, skill building, special placement)
4. special notes and comments

Exploration Package file: Exploration Packages completed by students for each site they explore are filed near the ERS's desk at the learning center for student and staff reference.

Learning Site Analysis Forms: Also filed close to the ERS's desk, completed LSAFs for all active employer sites provide more specific information about individual sites and jobs.

Career Information System (CIS): Used by students to identify occupations of interest to them, this computer-based system also lists programs and institutions in the Pacific Northwest where occupational training may be obtained and identifies useful books and other materials students can use as preparation for specific jobs.

Vertical file on career information: A vertical file houses brochures and other materials identifying sources of career information students might contact.

General community resource card file: This file is divided into three sections:

1. competency certifiers (competency title and information about available certifiers)
2. tutors (contact information and specialty areas)
3. general community resources (for example, community colleges, libraries, foreign language courses, junior achievement centers, fire prevention bureau, YMCA, YWCA and leisure classes such as ballet, swimming and karate)

Directories: City telephone books, city directories like Portland's *Chinook Centrex*, daily newspapers, general interest magazines and publications that describe events or advertise services in the community may be included. The *Yellow Pages of Learning Resources* helps staff and students discover innovative resource materials recently produced. The *Dictionary of Occupational Titles* and other career reference materials are also good resources.

The ERS keeps the employer site file up-to-date and the LRS maintains other resource inventories. The ERS, LRS and students continually add to these inventories and materials and, as the program becomes more established, the LRS devotes more time to contacting employer site representatives and asking for relevant materials or references.

CROSS-REFERENCES

"Site Utilization," Employer/Community Resources, pages 125-133 contains further information on employer site files, including sample entries.

Appendix E explains the Career Information System in greater detail.

10 Provide for audiovisual and other supportive equipment

Multimedia materials can convey factual data in an interesting, "real life" fashion. They can complement the printed materials students read for their learning activities and can stimulate inquiry or further forms of creative expression in individual students. Also, such resources can provide models of skilled performance, helping students to assume more responsibility for their own instruction.

IDENTIFYING NECESSARY EQUIPMENT

As much as possible, the program should encourage employer and community sites to share their multimedia equipment and materials with students. As part of their learning levels at some sites students will be able to use cameras, tape recorder, developing equipment and so forth. Such materials are usually referenced on the Learning Site Analysis Forms filled out for each participating site. The learning resource specialist should also try to identify other sources of equipment which students might use--such as local school or library facilities.

The program should also determine the equipment necessary at the learning center to support common student needs. For instance, all students will need cameras and tape recorder to complete their Exploration Packages. Many students will prefer to use multimedia materials in preparing products for their project activities. Some may even wish to videotape their experiences. The program may also need videotaping equipment to capture employer seminar presentations for future reference by students who were unable to attend them. Similarly, there may be other special presentations on important EBCE issues which staff may want to record permanently for use in the following years.

Obtaining Equipment

Normal school purchasing channels provide ready and relatively inexpensive access to equipment. A program may be able to lease or rent some equipment, as well. Following are the types of equipment purchased by the Tigard EBCE program:

1. computer terminal: leased by the program and used for tutorial instruction in Basic Skills areas and for career exploration activities (for example, Career Information System)

2. videotape and audiotape equipment: used with specific multimedia packages in Basic Skills and Life Skills (for example, *Listen and Read* series, tapes and workbooks)

3. filmstrip previewers: used with specific multimedia packages in Basic Skills and Life Skills (for example, *The Alienated Generation*, filmstrips, cassettes, discussion guides)

4. phonographs: used with specific multimedia packages in Basic Skills and Life Skills (for example, *Modern Biology*, records, filmstrips, discussion guides)

5. slide projectors: used with specific multimedia packages in Basic Skills and Life Skills and for project work

6. cassette tape recorders: used by students to improve communications skills, record impressions at employer sites and produce project products

7. instamatic cameras: used by students to complete Exploration Packages at employer sites

USE AND MAINTENANCE OF EQUIPMENT

The LRS instructs staff in proper use of equipment at the learning center. Instruction can be a formal part of staff orientation or can occur as staff members require a particular piece of equipment. Students are instructed during orientation week at the beginning of the school year. Instructions for using the Career Information System, either computer terminal or needlesort method, should also be provided (see Appendix E).

Tape recorders and cameras are used most often by students to record portions of their exploration experiences. Because students must use this equipment over relatively short periods of time, during which they are encountering a wealth of new information, $(CE)_2$ has found it helpful to provide brief instruction sheets to remind students of the steps necessary to use the equipment successfully.

SAMPLE EQUIPMENT LIST

QUANTITY	*NAME AND MODEL NUMBER*
	(Photographic)
1	Kodak Ektagraphic 120 movie projector (8 mm)
1	Kodak Ektagraphic slide projector (zoom lens)
1	Kodak Ektagraphic slide projector
1	Bell & Howell 745 filmstrip projector
1	Bell & Howell 1552 16 mm film projector
3	Projection carts
1	Buhl 80 overhead projector
3	Beacon filmstrip previewers
1	Knox wall projection screen
1	Knox portable projection screen
1	Howe rear screen projection system
10	Kodak Instamatic cameras
	(Sound)
5	Hitachi TPQ 201 cassette playbacks
10	Hitachi TRQ 290 cassette recorders
5	Culver headphones
1	Culver listening center
1	Audiotronics stereo record player
1	Bell & Howell cue recorder
2	Bell & Howell active cue stops
1	Wallensak 2550 cassette tape recorder
	(Other)
1	Monroe 1330 calculator
2	Monroe 570 calculators
1	Monroe 9-key adding machine
2	MAST programmed learning machines

11 Identify and maintain communication with tutors

Tutors are used in two curriculum components: Basic Skills and Life Skills. Often-requested examples of the former include reading and mathematics tutoring; examples of the latter include tutoring in creative development activities (macrame, painting) and science activities (basic electricity). All work with tutors is related to the student's individual learning plan as a part of or a substitute for individual projects.

IDENTIFYING TUTORS

When tutoring is requested by the student or the learning manager, the learning resource specialist secures a subject matter specialist from the community who can give the student the necessary individualized instruction. Tutors may be sought by circulating printed brochures about the program; however, most tutor contacts result from referrals by staff, program supporters or local school district members.

One $(CE)_2$ tutor was recruited through the efforts of the chairman of the $(CE)_2$ Board of Directors, a local businessman. He suggested the name of another local businessman with skills in mathematics and mechanics. While work commitments did not permit the businessman to serve as an employer instructor, staff recognized that he could provide tutoring in mathematics, as well as counseling for several students interested in the areas of automotive and industrial mechanics. The LRS gathered information on specific uses that could be made of this person's time, including the number of students who would benefit from information about training needs and employment opportunities in the mechanics field and the number of students who needed help in mathematics. The tutor eventually worked with selected students in mathematics workshops for two hours a week and arranged a seminar and individual counseling for students interested in mechanics.

SOME GUIDELINES FOR RECRUITING TUTORS

1. Contact the education departments of local colleges or universities to check possible use of student teachers and interns for tutoring, as well as use of specific university facilities. (For example, $(CE)_2$ contacted Portland State

University's Reading and Math Labs. EBCE students may go there to use the facilities under the guidance of university students.)

2. Check community college counseling departments for volunteer tutors and check the drop-in tutoring center.
3. Use materials and facilities of the intermediate education district, if available.
4. Encourage employer instructors to work as tutors. (For $(CE)_2$, employer instructors have proved to be great teachers, helping students learn such things as keypunch operations and the fundamentals of landscape gardening, as well as providing assistance in such Basic Skills areas as reading through the use of parts manuals or training handbooks.)
5. Consider other possible sources--retired people in the community, teachers in the district, service-oriented clubs and organizations. (For example, $(CE)_2$ is located near a large retirement community, and made a formal effort to recruit retired persons to participate as tutors.)
6. Determine the budget for tutors and, if necessary, set a monthly budget; this budget would establish the number of hours per month a tutor could be used if he or she charged a fee.
7. Establish a system that utilizes the tutors and gives them opportunities to express their concerns.
8. Establish an accountability system for tutors (possibly reporting to the LRS or learning manager).
9. Consider the possibilities of group tutoring.

CATALOGUING TUTORIAL RESOURCES

The file of tutor information is part of the community resource card file kept on the LRS's desk. Each tutor's card lists name, address and telephone number, area of expertise and special comments or notes.

WORKING WITH TUTORS

When a tutor is called on to work with a particular student, he or she is briefed by the learning manager and the LRS on the specific instructional needs of that student. Student and tutor then meet and plan what they intend to accomplish. This plan is approved by the LM and written up as a project activity. The LRS then helps schedule tutoring sessions, considering the convenience of both tutor and student.

Tutors should be given responsibility for selecting materials to interest students and to accomplish agreed-on learning objectives. However, the LM and LRS may have additional suggestions for appropriate resources. If materials are requested by a tutor, the LRS helps obtain whatever is needed.

The LRS provides other support to tutors, most noticeably by monitoring students' schedules with tutors. Monitoring student progress with individual tutors is the LM's responsibility. As a student completes a unit of work satisfactorily, the LM records his or her performance for project credit.

CROSS-REFERENCES

Pages 258-259 in "Projects" discuss tutoring as it is incorporated in student projects.

Paid tutors sign a Tutor Service Agreement, displayed in "Personnel," *__Management & Organization__*, *page 78.*

12

Identify and coordinate competency certifiers and resources

RECRUITING COMPETENCY CERTIFIERS

Competencies are a set of survival skills identified by community representatives as essential for students to have mastered to operate effectively in the world outside the classroom. All students are required to complete thirteen competencies.

The learning resource specialist has primary responsibility for recruiting competency certifiers and monitoring the process of competency certification. He or she identifies and recruits certifiers from the community for each competency. For example, bank officers may become certifiers for students wishing to prove their ability to maintain a checking account, transact business on a credit basis or budget time and money effectively. An insurance salesperson may certify that a student can provide adequate insurance for self, family and possessions. A police officer may check student competency in responding appropriately to emergencies.

Some Guidelines for Recruitment

Several guidelines for recruiting certifiers have surfaced from the $(CE)_2$ experience. First, the involvement of business and other community representatives in the certification process is another important way that EBCE students learn skills in realistic settings removed from the classroom. Certifiers find that they are better teachers then they think. They are asked to participate because they can provide students with expertise in a particular skill. Most often, when given the opportunity, individual certifiers apply a great deal of creativity in thinking of ways to present competency materials.

Finally, the personal approach between individual certifiers and the staff member in charge of the competencies works best for recruiting and orienting certifiers. The LRS visits certifiers at their businesses during the recruitment process and again to discuss specific learning activities. Often certifiers provide leads to other people in the community who will be good certifiers in other areas. Problems crop up and solutions are more easily found if certifier and staff member can talk about it on a personal basis.

Orienting Competency Certifiers

After recruiting certifiers, the LRS orients them to the certification process. The certifier quickly learns that he or she decides how to hold the certification session. If special arrangements, materials or other resources are required, however, the LRS provides the necessary support. If several certifiers are recruited to handle a particular competency, they may wish to meet with the LRS to agree on a structure for their certification sessions. Even if agreement is reached, each certifier most likely will use a different approach, and individual ideas about what is important will be reflected in each person's style.

USING COMPETENCY RESOURCES

Orienting Students

During orientation week, students are given a booklet outlining program expectations and requirements for each competency. A portion of the week is set aside for orientation to the competencies. Individual LRS assistance supplements this initial orientation, and a file of competency materials for student use is available at the learning center.

Competency Materials

The LRS, competency certifiers and students collect materials for the competency materials file. Students use this file continuously to find materials that help them understand each competency. Students find certifier information (name, address, telephone number and competency area) in a file located on the LRS's desk.

Using the Community

Whenever possible, $(CE)_2$ sends students into the community for competency certifications. Staff believe students gain valuable learning experience by proving their expertise in a competency area to a qualified professional. By performing competency skills at the place where they later will bank, shop or request public services, students gain a dimension of realism missing from a class discussion of these skills. Usually small groups or individual students set up appointments with certifiers and meet with them outside the center. When necessary, the LRS sets up a competency certification (usually for a group of five or more students) at the learning center.

Scheduling Sessions and Recording Work

Students schedule their own certification sessions. In the early months of the program, the LRS may become involved in this scheduling until the student is more confident about interacting with adults. The LRS also monitors student progress and checks for reasons when students fall behind their schedules.

The Student Status Board contains a card for each student listing the competencies and the starting and completion dates for their certification. Students take a certification form to each certification session. The form is signed by the certifier after the student demonstrates proficiency in the competency. The student then gives the form to the LRS for logging in the program records.

CROSS-REFERENCES

A listing of the competencies chosen by the Tigard community for $(CE)_2$ and a discussion of how they were selected appears in "Competencies," pages 339-346; competency certification is detailed and a student competencies workbook reprinted in the same section, pages 359-408.

Competency resource materials are listed on pages 401-403.

See "Student Records," Student Services*, Items 12 and 13, for discussion of competency certification records and the Student Status Board.*

13

Evaluate usefulness of learning resources

To help evaluate the adequacy of current resources and plan for and acquire additional materials, each EBCE program should record the use students make of various learning resources. When evaluating the use of resources, ask if students can do the following things:

Material Resources

1. go to the right source (library, media center, employer site, community)
2. seek out the person who can help
3. ask questions that quickly and clearly identify the needed information
4. use employer and community files to gain information
5. select information applying directly to the problem
6. share the information gained
7. locate information by using an index or table of contents of printed materials
8. operate appropriate audiovisual materials
9. know how to locate information at the learning center, employer sites, libraries, museums and so forth
10. work independently to locate information using the *Reader's Guide*, card catalog, references and so forth

People Resources

1. accept other peoples' ideas and experiences as useful
2. seek opportunities to interact with other persons to determine their usefulness as information givers
3. ask others for help

Themselves as Resources

1. describe events objectively
2. describe personal behavior in specific situations
3. review situations and critique mistakes
4. think of alternative ways to handle a situation

APPENDICES

APPENDIX A

Life Skills Objectives and Predesigned Projects

This appendix is intended as a working tool learning managers may use when negotiating projects with students. For each Life Skills area, the following pages provide

1. *learning objectives that outline the kinds of learning growth students should experience*
2. *a brief explanation of EBCE's approach to the Life Skills area and some discussion of related learning activities*
3. *a sample predesigned project written to insure that all students touch on the most important learning objectives in that area*

For a general survey of Life Skills delivery techniques, see "Curriculum Outcomes," pages 19-23. For implementing projects, see "Projects," pages 189-273.

A Project Writing Guide given students to orient them to planning their own projects is also given in "Projects," on pages 229-232.

OBJECTIVES FOR CREATIVE DEVELOPMENT

Outcome Goal: Students will increase their ability to identify the effects of and participate in creative processes to blend new and existing materials, ideas or concepts into forms or experiences.

Learning Objectives: Students should be able to

1. *recognize and use the creative process in thinking, talking and writing*
2. *discuss the form and meaning of "art"*
3. *identify and participate in creative experiences to develop skills and styles that satisfy their expectations*

EBCE'S APPROACH TO CREATIVE DEVELOPMENT

Creativity is an essential element of self-expression and contributes significantly to one's total growth as a person. Committed to the concept that education is preparation for life, EBCE considers creative development a valuable living skill that can help students find more satisfaction in both their work and nonwork pursuits.

Creativity is more a characteristic of our attitude and the ways in which we act than it is indicative of a specific product or result. Since creativity is by its nature a uniquely personal quality EBCE does not try to prescribe for or evaluate it in any standardized fashion. Rather, learning objectives for this area serve as guidelines to help students recognize their own creative capacities and to encourage them to become more confident about expressing themselves in creative ways.

While students are challenged generally to be creative in all their activities, specific requirements in this area are limited to two projects each year. In the course of completing these projects the student is also expected to deal creatively with specific Basic Skills and Career Development activities on employer sites.

In applying creative development objectives to the design of projects, the following ideas should be considered:

1. Creativity is a process, not a product.

2. The concept of creativity should not be limited to the "arts"; rather it is a way of understanding and dealing with all human endeavors and should be reflected in everything we do.

3. Projects should spur inventiveness and positive originality in any field rather than merely emphasizing participation in one of the arts or crafts.

4. Project goals should emphasize the recognition and use of creative thought rather than some quality, act or outcome. Similarly, while projects may address the history of an art or the products of someone else's creativity, they should always stress the student's own creativity in the present.

The predesigned project in creative development asks students first to develop their own definition of creativity and then to look for examples of it in a variety of settings, including the employer sites they are examining as part of their Career Development experiences. Students are free to interact with staff, other adults and their peers in working out their ideas. However, they should take their own stand on the issue and defend and explain it in conversation with the learning manager and, as necessary, with employers and other adults in the community.

There are no easy ways of "measuring" the degree to which a person is creative. Evaluation of a student's creative development depends largely on staff getting to know the student as a whole person and making subjective judgments of performance based on what can be perceived and/or judged professionally about that particular student. The creative development predesigned project helps staff get to know what creativity means to each student and provides a basis for giving further feedback in an individual manner.

The individually negotiated project in creative development gives the student a chance to exercise creativity as a skill to be used in exploring the possibilities of any subject he or she chooses. Whereas the predesigned project treats creativity in many different situations, the second project tends to narrow in on a particular topic area or skill. While EBCE does not push "art for art's sake," the program does encourage students to use this project as a way of exploring particular modes of creative expression of interest to them. Examples of projects negotiated by students appear in the following display.

EXAMPLES OF CREATIVE DEVELOPMENT PROJECT TOPICS

Advanced Welding Techniques
The Art and History of Batik
Cabinet-Making at Sunn Music
Candle-Making
The Care and Feeding of Antiques
Ceramics
Children's Literature
Comics and Cartooning
Creative Development at Art Center West
Decorating Eggs
Drums
Get Your Talent Together
The Harmonica
House Framing
Interior Decoration
Landscape Painting
Leathercraft
The Miracle Worker
Painting of Various Surfaces
Petals and Thorns
35mm Photography
Shop Procedures: Gun Cabinet
Tournament Karate
Water Vapor Transmission
Woodshop-Maze Construction
Writing Science Fiction

LIFE SKILLS AREA: CREATIVE DEVELOPMENT

STUDENT NAME ______________________

PROJECT TITLE Recognizing Creativity in New Ways

EMPLOYER INSTRUCTOR ______________________

EMPLOYER SITE ______________________

LEARNING MANAGER RATIONALE/ASSESSMENT:

This project will acquaint you with the creative process. You'll learn to recognize creativity in yourself, in others, and in the world around you. In addition to defining and identifying creativity, you will engage in a creative activity of your choice.

STARTING DATE ____________

TARGET DATE ____________

DATE RECEIVED ____________

ERS CERTIFICATION ____________

CRITICAL THINKING
WRAP-UP COMPLETE ____________

COMPLETION DATE ____________

STUDENT RATIONALE:

PROJECT EVALUATION:

RECOMMENDATIONS:

Appendix A (Creative Development)
Predesigned Project

ACTIVITY 1 DATE ________________	RESOURCES	PRODUCTS/CRITERIA *Unless otherwise specified, products and criteria will be negotiated with your LM*
Define creativity: A. In your own words, write a definition of what creativity means to you.* B. Identify common things in the community that show creativity. How do these things fit into your definition of creativity? ****Helpful hint for definition:*** *List ten things you think are creative. On another sheet, list words that apply to all ten creative things. Try to use those words in your definition.*	Your past experiences Photographs from magazines or newspapers The community at large	A. A well-written definition of creativity B. A collection (collage, scrapbook, photographs, etc.) of examples of creativity; include a caption for each that explains how it fits your definition of creativity.

EVALUATION

ACTIVITY 2 DATE ____________	RESOURCES	PRODUCTS/CRITERIA *Unless otherwise specified, products and criteria will be negotiated with your LM*
Apply your definition of creativity to the following: A. An example of creativity that has improved business on your job site B. A commercial product that you think is creative (explain what is creative about it) C. An advertisement that you feel is creative (explain why) D. Two pieces of recognized art	Employer site Library Magazines Television Employer instructor Museums Art galleries	A. Develop an advertisement for this example of creativity and have it evaluated and certified by your employer instructor. ____________________ *EI Certification* B. A written statement that describes the product and explains why it is creative (to be submitted to your learning manager) C. Bring in the ad and orally explain to your learning manager why it is creative. D. Ask the gallery or museum attendant to certify that you can explain how two pieces of art fit your idea of creativity. ____________________ *Certification* ____________________ *Title*
EVALUATION		

ACTIVITY 3 DATE ________________	RESOURCES	PRODUCTS/CRITERIA *Unless otherwise specified, products and criteria will be negotiated with your LM*
Use the creative process both for business and for pleasure:		
A. Choose a situation on an employer site that could be creatively improved. 1. Propose three alternatives. 2. Select the one you think will best improve the situation. 3. Discuss your choice and your reasons with the employer instructor.	Employer site Employer instructor Library resources Arts and crafts shops and books Attachment 1	A. A written statement of the situation followed by three alternatives (signed by the employer instructor)
B. Select a creative leisure time activity that you can do.		B. Completed Attachment 1
EVALUATION		

ACTIVITY 4 DATE ________________	RESOURCES	PRODUCTS/CRITERIA *Unless otherwise specified, products and criteria will be negotiated with your LM*
Analyze the creative process:		
A. Think about how it felt to create something: 1. Are you satisfied with your product? 2. What skills did you use? 3. Is there room for improving these skills? 4. Is there a step-by-step creative process? 5. Where and when does creativity take place? 6. Describe yourself as a creative person.	Products and resources from Activities 1, 2, and 3 of this project	A. Discuss questions one through five with your learning manager for certification. ______________________________ *LM Certification*
B. Reread your definition from Activity 1 and rewrite it if this project has changed your ideas.		B. A rewritten definition or an additional statement that you're satisfied

EVALUATION

Attachment 1 (Creative Development)

ACTIVITY SHEET

Select one activity from each of the following groups and participate in it as indicated. Before you start, fill in the form at the bottom of the page and have your learning manager sign it.

GROUP ONE

A. Spend an hour at the Metropolitan Art Museum.

B. Visit the Contemporary Arts and Crafts Gallery.

C. Interview a local artist.

D. Critique a piece of art or an exhibit.

E. Other: ______________________________

GROUP TWO

A. Select a creative medium and design and produce something that meets your own definition of creativity.

B. Using "before and after" photographs, do some interior room decorating in a room of your choice.

C. Design a detailed plan to physically improve the EBCE learning center.

D. Other: ______________________________

GROUP THREE

A. For your product from Group Two, keep a record of all costs and how long it took you; create a detailed marketing plan for your product.

B. Create an advertisement for your product or interior decorating or whatever; include prices.

C. Other: ______________________________

- -

I have chosen to do the following activities:

GROUP ONE: ______________________________

GROUP TWO: ______________________________

GROUP THREE: ______________________________

My products for these activities will be ______________________________

____

My target date for completion is ______________________________

______________________________ Student

______________________________ Learning Manager

OBJECTIVES FOR CRITICAL THINKING

Outcome Goal: *Students will increase their ability to gather, analyze and interpret information and seek solutions to problems.*

Learning Objectives: *Students should be able to*

1. *identify a problem or issue*
2. *gather and sort information related to the problem and*
   - a. *recognize that statistics, observations, language and feelings are different types of information that form the basis of our knowledge about situations*
   - b. *be able to understand different types of information as common language rather than mystical jargon*
3. *interpret information related to the problem, recognizing the impact of biases both in the data and in themselves*
4. *develop a variety of alternatives and define a course of action in relation to the problem or issue*
5. *evaluate the results of their actions and be prepared to take an alternative course of action to deal with the problem or issue*

EBCE'S APPROACH TO CRITICAL THINKING

Critical thinking is the most "basic" of the Life Skills. It is important in EBCE because it serves as a logical way of organizing the various learning processes students encounter. Learning objectives for critical thinking describe a set of problem-solving techniques to help students better manage their own learning both while in the program and throughout their lives.

All negotiation carried on by the student with staff and community adults to set learning goals and plan activities gives the student practice in critical thinking and provides an ongoing means of encouraging and measuring that practice. As students schedule and manage their learning, they further exercise critical thinking and give staff many chances to evaluate them in that skill.

In conference with program staff, students assess their own abilities and interests, identify specific areas needing work, set goals and make plans to achieve specific skills and knowledges, evaluate the results of their learning and make new plans based on a reassessment of their interests and abilities in light of what they have experienced.

Because of the importance of critical thinking to everything they will do while in the program, students are expected to begin their program year with a predesigned project in that area. This project gives students initial experiences in EBCE learning that involve not only practice in critical thinking generally but also application of that skill through orientation activities related to project design, use of employer sites and other program strategies and resources. Students may receive credit for a second project by completing "critical thinking wrap-up activities" for each of the other projects they do during the year. Otherwise, students individually negotiate their second project in this area (see sample topics displayed on the following page).

Students gain further practice in critical thinking as they go through the procedures required to identify and refine their career interests by selecting career exploration and learning level sites.

For additional discussion of critical thinking, see "Career Explorations," page 113, and the Project Writing Guide displayed in "Projects," pages 229-232.

EXAMPLES OF CRITICAL THINKING PROJECT TOPICS

Aircraft Systems
Counseling
Electrician
Extra-Sensory Perception
French
Introduction to Truck Driving
Lumber and Merchandising
Marriage Project
Metropolitan Ambulance Company
Motivation for Career Success
Park Landscaping
Portland International Raceway
Product Development in Educational Research
Smith Air Control
Smith Air Control #2
Testing Methods
12 Horsepower Kohler Engine
What It's Like to be Blind
Witchcraft: Its Content and Its Validity

LIFE SKILLS AREA: CRITICAL THINKING

STUDENT NAME ____________________
PROJECT TITLE Critical Thinking Process: $(CE)_2$ Orientation
EMPLOYER INSTRUCTOR ____________________
EMPLOYER SITE ____________________

STARTING DATE __________
TARGET DATE __________
DATE RECEIVED __________
ERS CERTIFICATION __________
CRITICAL THINKING WRAP-UP COMPLETE __________
COMPLETION DATE __________

LEARNING MANAGER RATIONALE/ASSESSMENT:

This project is designed to introduce you to the critical thinking process while orienting you to the $(CE)_2$ program. You will learn what a project is and how to write one.

STUDENT RATIONALE:

PROJECT EVALUATION:

RECOMMENDATIONS:

ACTIVITY 1 DATE ____________	RESOURCES	PRODUCTS/CRITERIA *Unless otherwise specified, products and criteria will be negotiated with your LM*
Familiarize yourself with the who and what of $(CE)_2$:		
A. Names and positions of staff and how they work together	Attachments $(CE)_2$ staff Student Handbook	A. A diagram of $(CE)_2$ staff organization with a short descriptive statement of each position and the name of the person filling that position
B. Resources (human and academic) located in the learning center (see Attachments)	Returning students	B. Using Attachments 1 and 2, show the location of resources
C. Use of the computer terminal	Computer terminal	C. CIS computer printout certified by learning resource specialist or employer relations specialist ______________________ *LRS or ERS Certification*

EVALUATION

ACTIVITY 2 DATE ________________	RESOURCES	PRODUCTS/CRITERIA *Unless otherwise specified, products and criteria will be negotiated with your LM*
Understand the relationship of $(CE)_2$ to the community:		
A. Using a list of current employer sites, group those sites according to the occupational clusters on the back of your Exploration Package.	List of employer sites Exploration Package Employer relations specialist Learning resource specialist $(CE)_2$ Handbook Community sites	A. List of employer sites grouped by occupation clusters
B. Explain purpose, activities and people involved (including students) in the recruiting, training, and maintenance of the employer network.		B. ______________________________ *Certification of staff member*
C. In your own words describe the $(CE)_2$ Competency program.		C. Discussion with learning resource specialist ______________________________ *LRS Certification*
D. Describe in writing the relationship between $(CE)_2$ and: 1. Tigard High School 2. Northwest Regional Educational Laboratory 3. $(CE)_2$ Board of Directors		D. A well written and detailed essay showing actual relationships
EVALUATION		

ACTIVITY 3 DATE ________________	RESOURCES	PRODUCTS/CRITERIA *Unless otherwise specified, products and criteria will be negotiated with your LM*
Careers and (CE)$_2$:		
A. List your first three choices for exploration sites.	Employer relations specialist CIS printout (from Activity 1) Employer site Employer instructor	A. List of three explorations with anticipated dates; site placement slips ______________________ *ERS Certification*
B. Complete your first Exploration Package	Exploration package Student Handbook	B. ______________________ *ERS Certification*
C. Explain the differences among: 1. Explorations 2. Learning levels 3. Special placements 4. Skill building levels	Task sheet Time Trap by R. Alec MacKenzie, Chapters 1-4	C. ______________________ *LM or ERS Certification*
D. Complete a task sheet for action zones 1 and 2 and discuss your plan with your learning manager. Explain the importance of time management.		D. Completed task sheet and discussion with learning manager emphasizing the importance of time management
EVALUATION		

ACTIVITY 4 DATE ____________	RESOURCES	PRODUCTS/CRITERIA *Unless otherwise specified, products and criteria will be negotiated with your LM*
The project: A. Read at least one other predesigned project and two learning level projects. B. Using the Project Writing Guide, write a project for yourself *NOTE: The Project Writing Guide is displayed in "Projects," pages*	Attachment Project Writing Guide Predesigned projects Learning manager	A. Discussion with learning manager of project parts and functions B. A well written project and discussion with learning manager
EVALUATION		

Attachment 1 (Critical Thinking)

(CE)2 LEARNING CENTER RESOURCES

Active employer list

Activity File

Blank project forms

Cameras/film

Career development information

College Information File

Competency certifiers

Computer terminal

Dictionary

Exploration Packages

Gas reimbursement forms

ILA materials

Learning Objectives

Learning Site Analysis Forms

Magazines

Master Record Books

People

Phone bock

Predesigned projects

Project/Journal Turn-In Point

Projection equipment

Sign in/Sign out sheets

Student Personal Files

Student Record Books

Supplies (glue, etc.)

Tape recorders/tapes

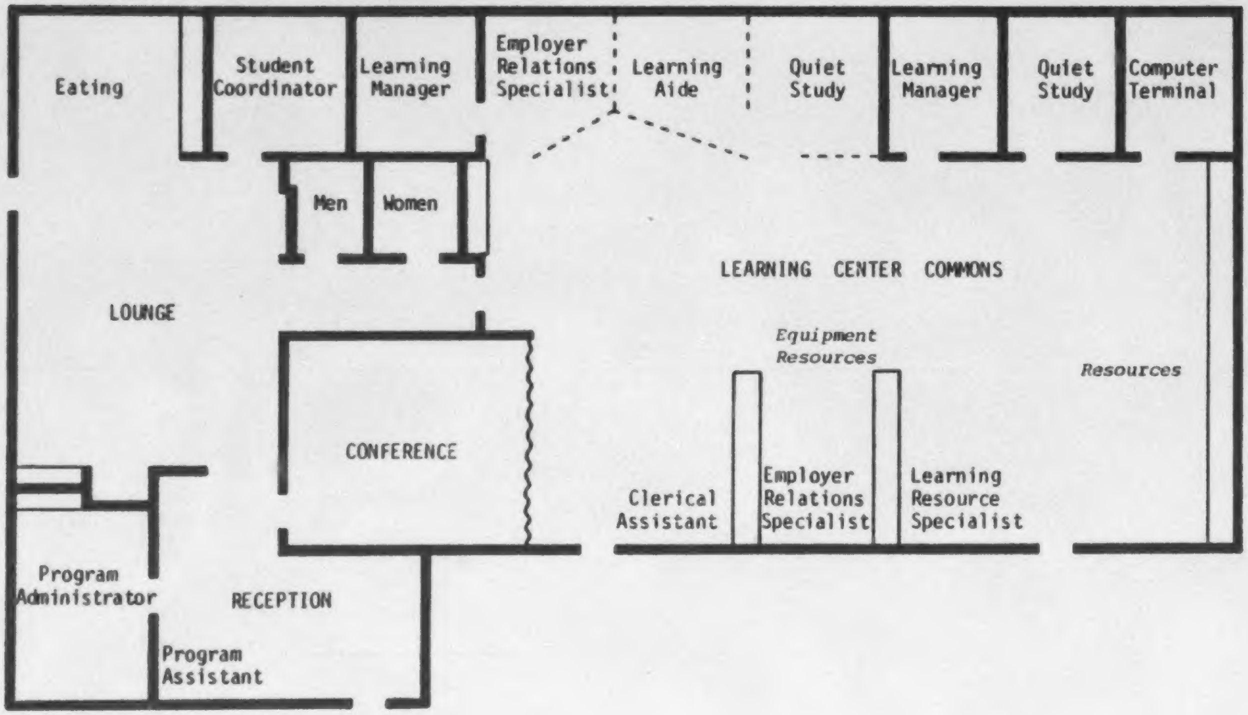
Time slips

Transportation requests

Video tape equipment

Attachment 2 (Critical Thinking)

OUTLINE OF LEARNING CENTER


Eating
Student Coordinator
Learning Manager
Employer Relations Specialist
Learning Aide
Quiet Study
Learning Manager
Quiet Study
Computer Terminal
Men
Women
LOUNGE
LEARNING CENTER COMMONS
Equipment Resources
Resources
CONFERENCE
Clerical Assistant
Employer Relations Specialist
Learning Resource Specialist
Program Administrator
RECEPTION
Program Assistant

OBJECTIVES FOR FUNCTIONAL CITIZENSHIP

Outcome Goal: Students will increase their understanding and application of democratic processes in interpersonal actions and in the private sector as well as in local, state and federal government.

Learning Objectives: Students should be able to

1. *demonstrate that they understand the principles of democracy by comparing the activities of individuals and private or public institutions to those ideals*
2. *explain and give examples of strategies for social and political change*
3. *analyze how systems of governance come into being and identify the assumptions on which those systems are based*
4. *demonstrate an understanding of the structure and functions of the three branches of American government*
5. *understand and give examples of how decisions are made and carried out at various levels of governance*
6. *develop a familiarity with the American tax system so that they can identify its main purposes, sources of income and uses of monies*
7. *show, through the use of examples, an understanding of the distribution of power in American government*
8. *analyze the ways in which laws are made and enforced in a democracy*
9. *analyze the operations of organizations of their choice*
10. *understand why participation and responsibility are necessary in a democratic society*
11. *identify in what ways citizens can participate in their government and society*

EBCE'S APPROACH TO FUNCTIONAL CITIZENSHIP

There is little question that an increased awareness of government and the responsibilities of citizenship is highly beneficial both to the student and to society. Learning objectives for this area stress that to be truly "functioning" citizens, students must be able to combine an understanding of how their government works with the actual exercise of democratic principles in their day-to-day activities.

Negotiation, Accountability and Citizenship

While in EBCE students encounter a variety of learning situations in which their own efforts will lead them to discover the role citizenship can play in making them well-rounded members of their local community and of society in general. The negotiation process through which students participate in designing their individual learning plans is one technique that introduces students to the relationships between rights and responsibilities as they work with staff to set goals and evaluate their own performance.

As a corollary to the negotiation process, the Student Accountability System defines what is expected of students and helps them perceive the consequences of their own actions, thereby encouraging them to be responsible for planning their own learning programs and for coordinating their daily activities. Students also have a chance to participate actively in EBCE through numerous kinds of meetings held to discuss experiences and criticisms of the program and to solve various problems related to their learning plans. Each student's "citizenship role" as an EBCE participant is also discussed at regular staff meetings in which staff share observations and discuss the kinds of feedback individual students need.

Competencies Relate to Citizenship

Five of the thirteen competencies relate directly to citizenship objectives:

Number 4: file state and federal income taxes
Number 8: participate in the electoral process
Number 9: understand the basic structure and function of local government
Number 10: explain your own legal rights and responsibilities
Number 11: make appropriate use of public agencies

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Projects Focus on Government Forms

The predesigned project in functional citizenship asks students to reflect on the nature of democracy and other governmental forms of decision making. Students then examine their own roles in decisions that are made about themselves and people around them. As they examine real situations students focus on specific social problems of interest to them and discover ways in which they can become involved personally in affecting social and political change. Thus while we require that students learn about citizenship and politics on a national level we also expect them to "learn by doing" through testing out citizenship roles available to them directly in their local community and in their daily lives as students in EBCE.

Through the predesigned project students may take the step from passive observation to active participation by joining social or political groups of their choice and by looking seriously at the "governmental" structures of organizations of all kinds, including those of specific employer sites. In this way we hope that students will perceive how they as individuals can become involved meaningfully in social and political change and how this involvement impacts their career and lifestyle experiences.

Individually negotiated projects usually relate closely to the student's examination of various occupations and bring the student into direct contact with a variety of social/political activities in the local community. One student might be seeking a career in social work and so begin work on a project that examines the role of volunteer workers in social agencies; another student interested strictly in a craft like sheet metal fabrication might choose to examine the union structure as it relates to that technology. Samples of project topics negotiated by EBCE students appear on the following page.

EXAMPLES OF FUNCTIONAL CITIZENSHIP PROJECT TOPICS

Abortion--Pros and Cons

Alcohol Information

Alternatives Work at Public Defenders

Are There Different Ways of Being "A Good Citizen"?

Being a Claims Adjuster

Child Abuse

Counseling

Emergency Medical Training

The FBI and War Against Organized Crime

Ghost Towns in the West

Helping With a Scout Troop

Investigation Techniques at Public Defenders

Joshua: A Child of the World

Juvenile Delinquency and Juvenile Rights

Juvenile Rights and the Law

The Law and Game Management

Local Procedures for Road Improvements

Operating and Maintaining a Small Business

Security Patrol: Responsibilities and Limitations of an Officer

Understanding the Organization and Advantages of the Armed Services

Unions--Their History and Organization

U.S. Army Recruiting

A Volunteer Worker at Outside-In

LIFE SKILLS AREA: FUNCTIONAL CITIZENSHIP

STUDENT NAME ____________________
PROJECT TITLE ____________ My Role As a Citizen ____________
EMPLOYER INSTRUCTOR ____________________
EMPLOYER SITE ____________________

LEARNING MANAGER RATIONALE/ASSESSMENT:

This project is designed to make you aware of the form of government in America. While completing it you will learn more about government's role and the ways in which it affects your life. You will also have an opportunity to participate in some form of governmental process.

STARTING DATE ____________
TARGET DATE ____________
DATE RECEIVED ____________
ERS CERTIFICATION ____________
CRITICAL THINKING WRAP-UP COMPLETE ____________
COMPLETION DATE ____________

STUDENT RATIONALE:

PROJECT EVALUATION:

RECOMMENDATIONS:

ACTIVITY 1 DATE ______________	RESOURCES	PRODUCTS/CRITERIA *Unless otherwise specified, products and criteria will be negotiated with your LM*
Why Have Government?		
A. Write a list of questions designed to collect ideas and opinions about why we have government.	Adults in the community Employer instructor Parents U.S. Constitution The (CE)$_2$ competency on voting competency Government and political science textbooks	A. A list of questions designed to collect specific information
B. Interview three adults in the community. Ask your questions and record their answers.		B. Tape or written record of answers
C. Based on the information you have collected and your own thoughts, write your answer to the question: "Why have government?"		C. Your written statement, to be discussed with the learning manager ______________________ *LM Certification*
D. Discuss forms of governance on the employer site with your employer instructor.		D. Discussion with employer instructor ______________________ *EI Certification* Also share the information with your LM
E. Describe the role you play in decisions about yourself: 1. at your job site 2. at the learning center 3. at your home 4. with friends		E. Discussion with your learning manager ______________________ *LM Certification*
EVALUATION		

ACTIVITY 2 **DATE** ________________	**RESOURCES**	**PRODUCTS/CRITERIA** *Unless otherwise specified, products and criteria will be negotiated with your LM*
Select an area of social concern and investigate it in a systematic manner. Be sure that your investigation covers the following questions: A. What is the "problem"? B. What are its causes? C. Who (people or organizations) is involved? D. How did they get involved? E. How is the government involved? F. In what ways can a private citizen become involved? G. What are you going to do about it? H. What must happen in order to "solve" the problem or improve the situation?	Yellow Pages of Learning Resources Chinook Centrex (Portland access directory) Telephone directory Lobby groups Employer instructor $(CE)_2$ staff Newspapers	A written description of your plan (submitted before you begin your investigation) ________________________ *LM Certification* A debriefing paper or discussion of the results of your investigation. Negotiate the form with your learning manager before beginning the investigation. The report will take the form of ____________ ________________________ ________________________ ________________________ ________________________ *Student Signature* ________________________ *LM Certification*

EVALUATION

ACTIVITY 3 DATE ___________________	RESOURCES	PRODUCTS/CRITERIA *Unless otherwise specified, products and criteria will be negotiated with your LM*
The American tax system: A. On an employer site, identify at least two kinds of business taxes. 1. What is the purpose of each? 2. How is each collected? 3. How is each computed? 4. Where does the money go? B. Identify at least four kinds of taxes (other than income taxes) which you might expect to pay as a citizen: 1. What is the purpose of each? 2. How is each collected? 3. How is each computed? 4. Where does the money go? 5. Do you understand and agree with each? 6. What alternatives might you suggest?	Accountant or bookkeeper at employer site Internal Revenue Service State, county, and/or city tax offices (assessors) Employer instructor Income Tax Competency	A. A well-written essay that answers the questions listed--to be evaluated on content as well as spelling, grammar, sentence structure and punctuation B. An essay similar to product A and an indepth discussion with your learning manager ______________________________ *LM Certification*

EVALUATION

ACTIVITY 4 **DATE** ________________	**RESOURCES**	**PRODUCTS/CRITERIA** *Unless otherwise specified, products and criteria will be negotiated with your LM*
Investigate the laws and codes that relate to employers and employees on your employer site: A. What laws or codes apply to your employer site? B. Who enforces these regulations? C. What is their intended purpose? D. Does your employer instructor feel they are serving that purpose? E. Evaluate the good and bad points of the codes as you see them. F. How do these codes affect you as a citizen (not as an employee)? G. How can ineffective codes be changed?	Occupation and Safety Health Acts (OSHA regulation) Legal office of the employer site Employer instructor Unions Oregon Student Public Interest Research Group (OSPIRG)	Discuss these questions in detail with your employer instructor and learning manager. ________________________ *EI Certification* ________________________ *LM Certification*

EVALUATION

ACTIVITY 5 DATE ________________	RESOURCES	PRODUCTS/CRITERIA *Unless otherwise specified, products and criteria will be negotiated with your LM*
Trying Out Citizenship:		
A. Provide a good working definition of citizenship.	Government in Oregon	**A. A well thought out definition**
B. Define the term "lobby."	Chinook Centrex (Portland access directory)	**B. A concise definition**
C. List five examples of citizen participation in the decision-making process at the local, state or national level.	Yellow Pages of Learning Resources Employer instructor	**C. A list of five examples with each explained in detail**
D. Explain why such participation is essential to a democracy.	Activity Sheet Oregon Student Public Interest Research Group (OSPIRG)	**D. Discussion with employer instructor or learning manager** ________________________ *LM or EI Certification*
E. Work through the attached Activity Sheet.		**E. Completed Activity Sheet**
EVALUATION		

Attachment 1 (Functional Citizenship)

ACTIVITY SHEET

Select one activity from each of the following groups and participate in it as indicated. Before you start, fill in the form at the bottom of the page and have your learning manager sign it.

GROUP ONE

A. Attend a city council meeting.

B. Attend a school board meeting.

C. Attend a $(CE)_2$ board meeting.

D. Attend a meeting of some other governing body (Must be agreed on in advance with your learning manager. Governing body selected: ______________________)

GROUP TWO

At the meeting you chose to attend, do one of the following:

A. Speak on behalf of (or in opposition to) an issue or candidate.

B. Write on behalf of (or in opposition to) an issue or candidate. Give a copy of what you have written to the chairperson of the meeting.

GROUP THREE

A. Attend and/or participate in a lobby group.

B. Work on a referendum.

C. Help conduct a political poll.

D. Participate in organizing a candidate fair.

E. Become involved in a precinct levy.

F. Write a letter to the editor of the newspaper and get it published.

I have chosen to do the following activities:

GROUP ONE: ______________________________

GROUP TWO: ______________________________

GROUP THREE: ______________________________

The product(s) for these activities will be ______________________

____

My target date for completion is ______________________

______________________ ______________________
Student *Learning Manager*

OBJECTIVES FOR PERSONAL/SOCIAL DEVELOPMENT

Outcome Goal: Students will increase their ability to understand and accept responsibility for self, personal behavior and effects of actions and attitudes on others.

Learning Objectives: Students should be able to

1. describe themselves by
    a. identifying, assessing and using personal information to bring about personal growth and development
    b. demonstrating a positive self-image

2. demonstrate self-direction and responsibility by
    a. coping effectively with daily tensions and pressures
    b. initiating action to further personal growth and development
    c. making their own decisions and choices
    d. setting realistic learning and life goals with a minimum of stress
    e. describing and using strategies of decision making in determining courses of action and goals
    f. evaluating decisions and their end results
    g. understanding the consequences of their behavior in relation to themselves and others

3. deal positively with human sexuality by
    a. understanding the male/female roles as they develop in societies
    b. explaining the role of femaleness and/or maleness in terms of their personal development
    c. understanding the effects of human sexuality on determining their goals and courses of action

4. use personal information for entering into and maintaining effective interpersonal relationships by
    a. describing individual and group behavior in nonjudgmental terms
    b. demonstrating involvement in group processes by talking, listening and looking at other group members
    c. listening and contributing in individual or group discussions without interrupting or dominating the interaction
    d. agreeing and disagreeing with members of a group without demonstrating hostility

EBCE'S APPROACH TO PERSONAL/SOCIAL DEVELOPMENT

As a life skill, personal/social development deals with what is perhaps education's most generalized and least measurable purpose: that of providing students with resources and experiences to help them develop and refine their attitudes toward themselves and society. In supporting the student's personal/social development EBCE draws heavily from theories that say personal growth is largely a result of the choices an individual makes and that observable behavior equates with how the student acts out choices.

This approach coincides with EBCE curriculum design in both concept and practice. In all our dealings with students we stress that they make the choices necessary to identify and accomplish their individual career and life planning tasks. Program learning strategies comprise techniques and processes whereby students can

1. reflect on their interests, personal characteristics and talents

2. match what they are learning about themselves with career and lifestyle interests

3. plan courses of action to achieve career and life goals that are personally meaningful and satisfying

At the same time, students' actual learning experiences, particularly their constant interaction with adults in various community settings, give them a chance to reassess what they know about themselves, redefine future goals accordingly and develop the flexibility necessary to cope with the fact that not only are they entering a rapidly changing world but their self-concepts and goals will be changing as they grow and mature.

The learning objectives for personal/social development are designed to help students deal effectively with a deluge of information about themselves and the world they will be encountering both while in the program and as adults. Objectives include growth in such personal management skills as mental health, self-direction, self-analysis, interpersonal relations and responsibility.

Individualized Learning and Self-Reflection

The negotiation process for developing individualized learning plans encourages students to look at themselves, to exercise self-direction and responsibility and to enter into effective interpersonal relationships with a variety of people (personal/social development objectives 1, 2 and 4). We also try to avoid male and female stereotyping in all our interaction with students, particularly with respect to their career development planning and activities (personal/social development objective 3).

Student Accountability Encourages Responsibility

The Student Accountability System is designed to give students consistent feedback regarding their behavior and performance and reflects to a large extent the activities described in the learning objectives for personal/social development. The system helps students understand the importance of adhering to established procedures and of following consistent channels of negotiation if they disagree. Staff also hold regular meetings to exchange observations and decide appropriate responses regarding each student's personal/social behavior and general performance of program learning strategies.

Other program activities such as student meetings, staff/student retreats, presentations to groups and seminars also contribute to the student's exercise of personal-social skills. The student journal serves as another means of stimulating students to reflect on themselves and their experiences and to express their thoughts for the benefit of another person.

Projects Focus On Growth

EBCE's primary vehicles for implementing student learning in the personal/social Life Skills are the two projects required each year in that area and the student's process of self-assessment and refinement of career options in relation to career explorations and learning levels at various employer sites of their choice.

The predesigned project in this area asks students to describe themselves in an objective yet positive way and to apply the critical thinking process to examine "who" and "what" they are. Students then interpret what they have observed about themselves, identify a behavior they wish to change and define a course of action to achieve that change. They also must reflect on themselves as they relate to interpersonal activities and consider how they perceive male and female roles in their own lives and in society. Students conclude the project by summing up their experiences in self-descriptions.

In the individually negotiated project for this area students focus on a particular aspect of their personal development that they feel needs improvement and/or further understanding. We encourage students in designing this project to look particularly for ways in which they might learn more about themselves while also learning more about the world around them. The examples of project titles below show some of the ways students may pursue various personal interests and goals.

In addition to projects, students face many of the responsibilities required of mature adults when they participate at employer sites on career explorations and learning levels. In looking at career options students not only examine job-specific skills and conditions but they also gain a better feeling for the many intangibles relating to a given career--such as the kinds of personal responsibility they will have to exercise, types of people they will have to encounter and other subtle psychological and environmental factors contributing to job satisfaction. In this way students encounter personal management skills they will have to exercise in any career--getting along with co-workers, being on time, respecting property, being honest about expressing abilities and talents and so forth.

More discussion of negotiation and student accountability appears throughout "Learning Plan Negotiation." Career explorations, learning levels and student journals are discussed separately in sections beginning on pages 105, 277 and 411, respectively.

EXAMPLES OF PERSONAL/SOCIAL DEVELOPMENT PROJECT TOPICS

Acquiring Saleable Job Skills
Aspects of Insanity
Body-Building and Weight Training
Budgeting the Household
Changing Behavior
Communications Skills
Craziness
Customer Relations
Developing Leadership Qualities
Dream Analysis
Elementary School Counselor
Future in Communications
Hunting
Insight Into the Bible
Librarian Skills
Nutrition and Exercise
Open Marriage
Oral Communication and Disc-Jockey Business
Teaching at Yamhill Outdoor Camp
Techniques of Public Speaking
Techniques and Variety in Yoga
What It's Like To Be Blind

LIFE SKILLS AREA: PERSONAL/SOCIAL DEVELOPMENT

STUDENT NAME ____________________

PROJECT TITLE Understanding Myself in Relation to Others

EMPLOYER INSTRUCTOR ____________________

EMPLOYER SITE ____________________

STARTING DATE ____________

TARGET DATE ____________

DATE RECEIVED ____________

ERS CERTIFICATION ____________

CRITICAL THINKING
WRAP-UP COMPLETE ____________

COMPLETION DATE ____________

LEARNING MANAGER RATIONALE/ASSESSMENT:

By completing this project, you will learn how to know yourself better as an individual and as a member of a group. In gaining a clear sense of "who you are", you'll learn some skills that can help you change your behavior to a style that is more satisfying to you.

STUDENT RATIONALE:

PROJECT EVALUATION:

RECOMMENDATIONS:

ACTIVITY 1 DATE ________________	RESOURCES	PRODUCTS/CRITERIA *Unless otherwise specified, products and criteria will be negotiated with your LM*
Describe yourself in a positive way: A. Make a list of your personal strengths and weaknesses, both for your physical condition and for your personality. B. Based on your list of strengths, show the good, positive you. C. In your own words, define the list of words on the attached "Useful Vocabulary List." D. Read a book that deals with a person who is looking deeply at his or her life and attempting to make changes in it.	Attachment 1 (Self-Concept Inventory) Attachment 2 (Personality Box Instructions) Old magazines, etc. Autobiographies Newspapers Attachment 3 (Useful Vocabulary List) Student coordinator Psychology books at the learning center Libraries Attachment 4 (Suggested Book List)	A. Lists of strengths and weaknesses; try to get at least ten of each B. Choose one of the following: 1. Make an advertisement for yourself. 2. Make a personality box. 3. Write a job resume. 4. Write an autobiography. 5. Write a long, laudatory eulogy for yourself extolling your virtues and achievements, to be judged on ability to render the reader teary-eyed. 6. Negotiate a similar activity with your learning manager: ________________ ________________ ________________ C. Definitions of the vocabulary words D. Write a letter to the main character in the book. Show that you "understand" this person's life. OR: Negotiate an alternative activity with your learning manager: ________________ ________________ ________________
EVALUATION		

ACTIVITY 2 DATE ________________	RESOURCES	PRODUCTS/CRITERIA *Unless otherwise specified, products and criteria will be negotiated with your LM*
Show that you can change your own behavior if you want to or need to:		
A. Identify something about yourself that you'd like to change (by either improving it or abolishing it).	Employer site Attachment 5 (Force Field Analysis)	A. A written description of behavior (or cartoon or tape...)
B. On an employer site, observe this behavior and record data about it in the following way: 1. Select an amount of time to observe yourself. 2. Count the number of times the behavior occurs during this observation period. 3. Show the data on a graph or chart.		B. A chart or graph (make it clear and simple)
C. Interpret the graph or chart and think about how it might affect other people and how it might affect job performance.		C. A well written paragraph explaining how this behavior could affect other people or your job; have it read and certified by two people, one employer instructor and one other person with whom you spend a lot of time ________________ *EI Certification* ________________ *Another Person*
D. Plan a strategy for changing this behavior by doing the following: 1. Set a goal. 2. Do a Force Field Analysis. 3. Set a deadline. 4. Evaluate your progress.		D. Learning manager certification of Force Field Analysis ________________ *LM Certification* Employer instructor's certification of behavior change: ________________ *EI Certification*
EVALUATION		

ACTIVITY 3 DATE ______________	RESOURCES	PRODUCTS/CRITERIA *Unless otherwise specified, products and criteria will be negotiated with your LM*
Learn how to be an effective member of a group:		
A. Observe a group and record data asked for on the Group Observation Guide.	Attachment 6 (Group Observation Guide)	A. Completed Group Observation Guide
B. On an employer site, participate in a conversation doing at least three perception checks. (Practice with a friend first!)	Employer site $(CE)_2$ group sessions	B. ______________________ *EI Certification*
C. Choose an adult who will observe you and give you feedback on group process skills.	Attachment 7 (Perception Check Instruction) Attachment 8 (Feedback Scale for Selected Group Process Skills)	C. Adult certification with suggestions for improvement. ______________________ *Adult Certification*
D. If you feel you need improvement in any one of the group process skills, discuss it with your learning manager or employer instructor.		D. A written plan for change in group process skills, certified by an adult ______________________ *Adult Certification*

EVALUATION

ACTIVITY 4 DATE __________________	RESOURCES	PRODUCTS/CRITERIA *Unless otherwise specified, products and criteria will be negotiated with your LM*
Understand how male/female roles have developed in our society and how they influence our daily lives:		
A. Read the following quotation and respond to it by writing two paragraphs, one in support of and one against this particular point of view: *Career women are trying to destroy marriage, family life, and womanhood. We would be better off if every working woman quit her job, especially single girls who are trying to take men's jobs away from them.*	Recent news articles about the Equal Rights Amendment Personnel officer at Company X (a major firm employing several hundred people) An official from the Civil Rights Division of the State Bureau of Labor	A. Two written paragraphs, to be judged on their logical argument and ability to convince the reader of each point of view
B. On an employer site, observe sex roles for various jobs in the following way: 1. Count the total number of employees. 2. What percent are female? male? 3. Could they do each other's jobs? 4. Discuss with your EI the Equal Rights Amendment (ERA) and its implications on the job site.	Employer instructor	B. A written statement accompanied by figures (or a graph with written explanation) showing differences in jobs done by men and women employees; also obtain your employer instructor's certification that the Equal Rights Amendment has been discussed ______________________________ *EI Certification*
C. For each of the following job titles, write down which sex comes to your mind first: secretary ________ hair stylist ________ bank executive ____ model ________________ school principal __ truck driver ________ learning manager __ 1. Are you personally aware of any exceptions? Explain. 2. Pick a job title which is not normally associated with persons of your sex. Investigate and document the difficulties you might encounter in trying to get that job.		C. An oral discussion with your learning manager. ______________________________ *LM Certification*
	EVALUATION	

Attachment 1 (Personal/Social Development)

SELF-CONCEPT INVENTORY

This exercise can help you describe how you are and how you would like to be. There are no right or wrong answers; each person may have different ideas. Respond according to your honest feelings. After each of the characteristics listed below, state how much the characteristic does or doesn't fit you. Then go back and circle how important it is to you to have that characteristic (1=not important, 5=very important). You can then tell at a glance the qualities you might work on.

	I AM THIS WAY	I'M NOT THIS WAY	HOW IMPORTANT THIS IS TO ME				
Brave	________	________	1	2	3	4	5
Careful	________	________	1	2	3	4	5
Cheerful	________	________	1	2	3	4	5
Clean	________	________	1	2	3	4	5
Considerate	________	________	1	2	3	4	5
Cooperative	________	________	1	2	3	4	5
Dependable	________	________	1	2	3	4	5
Fair	________	________	1	2	3	4	5
Friendly	________	________	1	2	3	4	5
Good	________	________	1	2	3	4	5
Happy	________	________	1	2	3	4	5
Helpful	________	________	1	2	3	4	5
Honest	________	________	1	2	3	4	5
Jealous	________	________	1	2	3	4	5
Lazy	________	________	1	2	3	4	5
Likeable	________	________	1	2	3	4	5
Loyal	________	________	1	2	3	4	5
Mean	________	________	1	2	3	4	5
Obedient	________	________	1	2	3	4	5
Polite	________	________	1	2	3	4	5
Popular	________	________	1	2	3	4	5
Selfish	________	________	1	2	3	4	5
Sincere	________	________	1	2	3	4	5
Smart	________	________	1	2	3	4	5
Studious	________	________	1	2	3	4	5
Thoughtful	________	________	1	2	3	4	5

Attachment 2 (Personal/Social Development)

PERSONALITY BOX INSTRUCTIONS

The Personality Box is a way of presenting two views of yourself--how you see yourself and how others see you. It is an illustration of the inside and outside of you, and this is why a box, which has an inside and outside, is used.

Directions:

1. Find a box. A shoe box is good, but a box of any size or shape that you think expresses you is fine. Are you a refrigerator box? A toothpick box? A hat box? An Alka Seltzer box?
2. On the inside, glue or draw pictures, words, objects, or whatever to create an image of how you see yourself. Think about as many sides of your personality as you can.
3. On the outside, glue or draw pictures, words, objects, etc. to create an image of how you think others see you.
4. Attach a brief written explanation of what the inside and the outside of the box show, what specific pictures mean, etc.

Attachment 3 (Personal/Social Development)

USEFUL VOCABULARY LIST

1. participant observer ______________________
2. self-concept ______________________
3. responsibility ______________________
4. self-direction ______________________
5. personal goals ______________________
6. observable behavior ______________________
7. behavior modification ______________________
8. self-awareness ______________________
9. force-field analysis ______________________
10. strategy ______________________
11. coping ______________________
12. cause and effect ______________________
13. social roles ______________________
14. maleness ______________________
15. femaleness ______________________
16. interpersonal relationship ______________________
17. (group) process ______________________
18. dominate ______________________
19. facilitate ______________________
20. feedback ______________________

Attachment 4 (Personal/Social Development)

SUGGESTED BOOK LIST

Go Ask Alice, Anonymous
I Never Promised You a Rose Garden, Hannah Green
A Separate Peace, John Knowles
I Know Why the Caged Bird Sings, Maya Angelon
Diary of A Young Girl, Anne Frank
Autobiography of Malcolm X
The Story of My Life, Helen Keller
Zelda, Mary Milford
Siddhartha, Herman Hesse
Eleanor: The Years Alone, Nash
Loneliness of the Long Distance Runner
Dibs in Search of Self, Virginia Axline
I'm OK, You're OK, Eric Berne
Open Marriage, O'Neil and O'Neil
Manchild in the Promised Land, Claude Brown
Soledad Brother, George Jackson
Why Am I Afraid To Tell You Who I Am?
Man's Search For Meaning, Victor Frankel
Transparent Self, Sidney Jourard
Soul On Ice, Eldredge Cleaver
Hey White Girl, Susan Gregory
Yes I Can, Sammy Davis Jr.
Black Boy, Richard Wright
Alice in Wonderland, Lewis Carroll
The Little Prince, Antoine de St. Exupery
Born To Win, James and Jongeward
Winning With People, James and Jongeward
The Seven Story Mountain, Thomas Merton
Goliath, David Harris

Attachment 5 (Personal/Social Development)

FORCE FIELD ANALYSIS

This activity will help you identify the forces for and the forces against reaching a specific goal you've set for yourself. Some behavior is productive and some is not, and it is not always immediately obvious. The Force Field Analysis can be useful to see which behaviors will help you reach your goal. (If you need help working with this, see your learning manager.)

My Goal ____

FORCES FOR	FORCES AGAINST

Attachment 6 (Personal/Social Development)

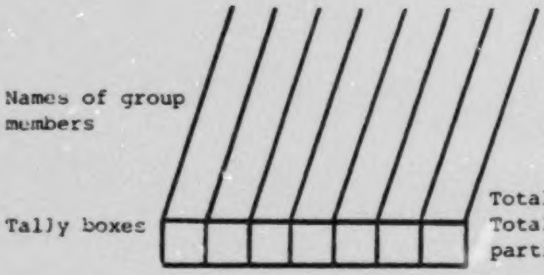
GROUP OBSERVATION GUIDE

Date of observation ______________

Task of group ______________

Observer ______________

I. Response rate: Make a tally in the appropriate box each time a comment is made.



Total number of responses ___

Total number of people participating ___

II. Rate the group on the behaviors listed below by circling the appropriate number on a scale of 1 to 5.

	Low				High
Dominating by 1 or 2 persons	1	2	3	4	5
Horsing around	1	2	3	4	5
Withdrawing (silence)	1	2	3	4	5
Being negative	1	2	3	4	5
Getting off the subject	1	2	3	4	5

III. Rate the tone of the group by circling the adjectives that best describe the group:

friendly
hard-working
aimless
lazy
bored
willing
hostile
cooperative
confused
successful
unsuccessful
creative

Attachment 7 (Personal/Social Development)

NONVERBAL BEHAVIOR -- "PERCEPTION CHECK"

We can increase interpersonal understanding as we learn how to communicate more effectively. A common understanding means we have accurate information about each other's ideas and feelings.

Many times feelings are expressed nonverbally, but nonverbal expression is often misunderstood. One skill that can help improve nonverbal communication is the "perception check"; this helps us see if we have a correct understanding of another person's feelings.

To make a perception check, you describe what you think are the other person's inner feelings in order to check whether you really do understand what he or she feels. Remember, you describe the other person's feelings without evaluating the person.

The following example messages say: "This is how I interpret your feelings. Am I right?"

> *I get the impression you'd rather not talk about this. Is that so?*
>
> *You look like you felt hurt by my comment. Did you?*
>
> *Am I right that you feel disappointed because nobody commented on your new dress?*

Attachment 8 (Personal/Social Development)

FEEDBACK SCALE FOR SELECTED GROUP PROCESS SKILLS

This activity will give you a chance to look at the ways you relate to others in a group situation. On the basis of this information you can analyze the ways in which you may want to grow to develop more satisfying relationships with others.

1. Ability to listen to others

   Not at all able 1 2 3 4 5 6 7 8 9 Completely able

2. Contributes to discussion without dominating

   Completely unable 1 2 3 4 5 6 7 8 9 Completely able

3. Not dominated by another individual

   Never dominated 1 2 3 4 5 6 7 8 9 Always dominated

4. Considers and respects other people's opinions

   Rarely considers 1 2 3 4 5 6 7 8 9 Always considers

5. Seeks information by asking questions

   Rarely questions 1 2 3 4 5 6 7 8 9 Always questions

6. Fully and coherently responds to questions

   Never responds 1 2 3 4 5 6 7 8 9 Always responds

7. Disagrees without hostility

   Never 1 2 3 4 5 6 7 8 9 Always

8. Ability to influence others

   Completely unable 1 2 3 4 5 6 7 8 9 Completely able

9. Willingness to trust others

   Completely suspicious 1 2 3 4 5 6 7 8 9 Completely trusting

10. Uses communication skills such as paraphrasing, clarifying, summarizing

    Never 1 2 3 4 5 6 7 8 9 Always

OBJECTIVES FOR SCIENCE

Outcome Goal: Students will increase their ability to recognize and apply scientific procedures and methods, particularly in the analysis of technology's impact on natural environments and cultural values.

Learning Objectives: Students should be able to

1. *use systematic logical methods for testing the reliability of facts*
2. *use cause and effect reasoning to explain a point of view*
3. *recognize precision, accuracy and self-discipline as necessary aspects of the scientific method and discover by application the extent to which they either have these traits or are willing to develop them*
4. *discuss positive and negative consequences of advancing technology*
5. *describe a balance between technological progress and the quality of life*

EBCE'S APPROACH TO SCIENCE

The existing level of technology in this country brings every person into direct and often complex contact with the results of science. In recent years environmentalists have shown quite clearly what happens when we emphasize the products of science without understanding fully or attending to the effects of those products. Understanding scientific procedures and the impact of those processes on the natural environment and on human values is an essential step toward meaningful participation in today's society.

The Scientific Method

The scientific method involves the following basic steps:

1. collecting observations
2. generalizing the observations by searching for patterns or correlations

3. formulating, from the patterns or correlations, a hypothesis relating the observations to some cause or condition

4. using the hypothesis to make predictions

5. collecting more observations to test the truth of the predictions, thus confirming or denying the hypothesis

It is useful to point out to students how closely these steps relate to the logic of the critical thinking steps outlined in the learning objectives for that Life Skills area. It is also important that students realize that the scientific method (or any other method of problem solving) does not necessarily yield the truth. Using the method can only be expected to result in an increased likelihood of finding a true relationship, or a relationship more closely approximating the truth. Thus students should come to appreciate the role of uncertainty as a part of science and to better understand that all human knowledge involves a growing and changing process. This is particularly important with respect to our attitude toward technology and its relationship to the environment and to our standard of living.

Projects in Science

Science learning objectives emphasize the processes necessary to understand science as a specific field of inquiry and to profit from the scientific method as it may be applied to any problem. All students need not immerse themselves at great length in the facts and methods of a particular scientific discipline (for example, biology, chemistry, physics) to gain a firm grasp of science and its implications. Instead each student's project activities should help the student discover personally what the scientific method is and come to use a variety of community resources and sites to test how and where science really does apply to our lives individually and as a society.

The predesigned project in this area contains activities that are standardized to the extent that all students confront each of the learning objectives identified for science as a Life Skill. At the same time, the resources and products/criteria columns are designed to encourage students to make full use of their unique interests and abilities in realistic practice of the scientific method.

When negotiating the student's second project staff try to build on activities practiced in the first, particularly in terms of further using employer sites and giving attention to both local and global implications of particular science issues and problems. In this way, students whose interests and career aspirations might be totally "nonscientific" are helped to perceive some of the ways in which science and technology impact all our lives.

If interests or career goals warrant it, students can plan projects for intensive study of particular science fields in a variety of ways:

1. through study of resource materials available at local public and private libraries and institutions
2. through working closely with an employer instructor with expertise in a given science (for example, a chemical engineer at a gypsum plant)
3. by using a tutor in that area
4. by taking classes offered by local high schools, community colleges and certain larger employer sites

We prefer to let intensive study of this kind evolve as part of the experiences students have as they come to understand science in realistic situations by examining specific occupations of interest to them. For example, a student with a general interest in chemistry might, by exploring a local gypsum plant, become interested in that area as a career. He or she can then negotiate a project to pursue chemistry in a general way at a local high school (recognizing now the need for such a background to pursue a specific career) or even sign up for a class offered to employees at the gypsum plant, where chemistry could be studied as it applies to the needs of that industry. Similarly a student with no conscious interest in science, but feeling strongly about being involved with people, might come to explore a variety of medical/social sites and decide to pick up elementary biology as a prelude to advanced study in medicine, psychology or other related careers. A student might have no specific career in mind but be very interested in general physics. Intensive study could then occur through the various options listed above and the student might come to focus on a specific career or careers in which physics could be used. Examples of project topics negotiated by EBCE students are displayed on the following page.

EXAMPLES OF SCIENCE PROJECT TOPICS

Anatomy and First Aid Techniques
Aquariums
Automobile Repair and Automobile Pollution
Basic Anatomy and Its Processes
Behold the Eye of the Mind
Changing Behavior in Children
Computer Operations
Computing for Heat-Loss and Heat-Gain
Controlled Environment of Plants
Drugs: Use and Abuse
The Ecology Controversy-Population Explosion
ESP, Mysticism and the Occult: Are They Real?
Fire-Fighting Techniques
Geology: Rock Types and Some Fossils
Gypsum Fibres
IBM-Field Engineering Division
Individualized Learning for Adults--Communications and Math
Kinetics
Learning Beautician Skills/Cosmetology
Life on the Beach
Math Through Computers
Nuclear Energy
Nutrients and Nutritional Food
Observing and Predicting Weather
On Becoming an Optometrist
On Being a Motorcycle Mechanic
Photographic Techniques
Recording and Forecasting Weather
The Sewing Machine
Terrariums
Understanding Combustion and Heat
What It Takes to be a Dentist
Wildlife Conservation
Working With Adult Mentally Retarded

LIFE SKILLS AREA: SCIENCE

STUDENT NAME ____________________ PROJECT TITLE Scientific Investigation

EMPLOYER INSTRUCTOR ____________________ EMPLOYER SITE ____________________

LEARNING MANAGER RATIONALE/ASSESSMENT:

This project is designed to acquaint you with the scientific method of problem solving. Completing this project will help you compare your abilities with those needed by a scientist and also become more aware of the extent to which science is involved with many aspects of our lives.

STARTING DATE ____________

TARGET DATE ____________

DATE RECEIVED ____________

ERS CERTIFICATION ____________

CRITICAL THINKING WRAP-UP COMPLETE ____________

COMPLETION DATE ____________

STUDENT RATIONALE:

PROJECT EVALUATION:

RECOMMENDATIONS:

Appendix A (Science)
Predesigned Project

ACTIVITY 1 DATE ________________	RESOURCES	PRODUCTS/CRITERIA *Unless otherwise specified, products and criteria will be negotiated with your LM*
Define Science:		
A. In your own words, state the scientific method of problem solving.	Science tests Attachment 1 (word list)	A. A step-by-step statement (oral or written) of the scientific method of problem solving
B. In your own words, define the scientific processes on Attachment 1.	Printed materials at the learning center	B. Written definitions
C. Identify two job site applications of the scientific method. Discuss these with your employer instructor.	Employer instructor	C. ________________ *EI Certification*
D. Does careful application of the scientific method under controlled conditions always yield absolute truth or certainty?		D. Discussion with learning manager ________________ *LM Certification*

EVALUATION

ACTIVITY 2 DATE ________________	RESOURCES	PRODUCTS/CRITERIA *Unless otherwise specified, products and criteria will be negotiated with your LM*
Become familiar with and learn to identify cause and effect relationships:		
A. Define and give an example of cause and effect.	Materials on cause and effect (see the learning resource specialist)	A. A written definition with example
B. Identify cause and effect reasoning in two magazine or newspaper articles.	Employer instructor Newspaper and magazine articles	B. Two magazine and/or newspaper articles with cause and effect relationships indicated
C. On the employer site(s) of your choice, identify four examples of cause and effect.	Employer site(s) Employer instructor	C. Written examples--discussed with employer instructor ____________________ *EI Certification*
EVALUATION		

ACTIVITY 3 DATE ________________	RESOURCES	PRODUCTS/CRITERIA *Unless otherwise specified, products and criteria will be negotiated with your LM*
On an employer site, identify behaviors a scientist would have and observe which ones you have in yourself.		
A. Complete Attachment 2 on the employer site.	Attachment 2 (Activity Checklist) Employer site Employer instructor Science tests	A. Discussion of Attachment 2 with employer instructor ________________________ *EI Certification*
B. Based on the Activity Checklist, rate yourself on each of the scientific behaviors you find in yourself.		B. Written evaluation of scientific behaviors you see in yourself
C. Determine the behaviors you would need to develop to pursue a career in science.		C. Discussion with learning manager ________________________ *LM Certification*

EVALUATION

ACTIVITY 4 DATE ____________	RESOURCES	PRODUCTS/CRITERIA *Unless otherwise specified, products and criteria will be negotiated with your LM*
Use the scientific method: A. List ten areas on an employer site that could be areas for scientific investigation. B. On the employer site, select a problem and apply the scientific method to its solution. C. Evaluate your role in the scientific method: 1. Was I able to solve the problem? 2. Did I correctly apply the scientific method? 3. Did I adequately consider the possible alternative solutions? 4. What biases did I have at the beginning of my research and how did I handle them? 5. In what ways did I use mathematics to solve my problem? 6. What skills have I developed that were particularly helpful in this process? 7. What skills would I need to develop to become more efficient at this kind of work? 8. Did I enjoy this experience? Why or why not?	Employer site Employer instructor High School library Public Library	A. A list of ten areas on the job site, shared with your employer instructor ____________________ *EI Certification* B. A clear statement of the problem selected followed by a step-by-step description of the process you went through. Summarize your findings and state your conclusions. Include a display of statistical data collected. C. Oral or written statement presented to your learning manager ____________________ *LM Certification*

EVALUATION

ACTIVITY 5 DATE ____________	RESOURCES	PRODUCTS/CRITERIA *Unless otherwise specified, products and criteria will be negotiated with your LM*
Science in the community: Select and visit a community site that is an example of advancing science and/or technology or is an agency which deals with environmental or ecological issues. On that site, investigate an issue or an application of the scientific method.	Oregon Student Public Interest Research Group (OSPIRG) Oregon Museum of Science and Industry Portland State University Environmental Learning Center Wood Products Corporation Local or county Planning Commission Chinook Centrex (Portland access directory) Yellow Pages of Learning Resources	Before you visit the site, negotiate with your learning manager exactly what you plan to learn. Gather information relating to the following questions and decide in advance how you will present this knowledge to your learning manager. 1. Where is the site located? 2. Why is it in existence? 3. What issues does it deal with or what products does it produce? 4. How is the scientific method used? 5. What is the social or cultural impact of this organization? Information will be presented in the following manner (to be negotiated with your learning manager): ____________________ ____________________ ____________________ ____________________ ____________________
EVALUATION		

Attachment 1 (Science)

SCIENTIFIC WORD LIST

Provide a working definition, in your own words, of the following terms:

1. systematic behavior ______________________________
2. critical thinking ______________________________
3. logical methods ______________________________
4. cause and effect ______________________________
5. precision ______________________________
6. accuracy ______________________________
7. self-discipline ______________________________
8. statistics ______________________________
9. self-control ______________________________
10. effective relationships ______________________________
11. initiative ______________________________
12. decision making ______________________________
13. goal setting ______________________________
14. coping with stress ______________________________
15. self-esteem ______________________________

Attachment 2 (Science)

ACTIVITY CHECKLIST

Using the following display as a guide, observe and record scientific behaviors you find at an employer site.

What to look for	What did you see that seemed to suggest this type of behavior*	What did you see that seemed to demonstrate the opposite type of behavior*
Systematic behavior		
Critical thinking		
Using logical methods		
Relying on fund of facts		
Cause and effect		
Using precision		
Using accuracy		

*If the space allowed you is not adequate, use a separate page for additional observations.

Attachment 2 (continued)

What to look for	What did you see that seemed to suggest this type of behavior*	What did you see that seemed to demonstrate the opposite type of behavior*
Shows development of self-discipline		
Shows self-control		
Shows effective relationships with others		
Shows initiative		
Shows ability to make independent decisions		
Shows ability to set and meet goals		
Shows ability to cope effectively with stress		
Shows self-esteem		

*If the space allowed you is not adequate, use a separate page for additional observations.

APPENDIX B

Career Development Learning Objectives and Recommended Delivery Techniques

The following pages give learning objectives for each of the four Career Development outcome goals and suggest activities that can help students achieve individual objectives. See "Curriculum Outcomes," pages 31-35, for a narrative summary of methods for delivering Career Development learning.

IDENTIFYING CAREER INTERESTS & UNDERSTANDING WORK

__Outcome Goal__: Students will increase their knowledge of personal aptitudes, interests and abilities as applied to potential career interests.

__Outcome Goal__: Students will increase their knowledge of social, governmental and economic issues and trends ir the world of work.

Self-Analysis

LEARNING OBJECTIVES	*DELIVERY TECHNIQUES*
1. Students should analyze the interrelationship of lifestyles, interests and aptitudes in relation to potential career choices.	a. Exploration Package "matching exercise" b. student journal c. Career Information System d. Self-Directed Search
2. Students should identify personal strengths and deficiencies in skills, knowledges and attitudes in relation to potential career choices.	a. Exploration Package b. student journal c. learning level experiences d. Career Information System e. Self-Directed Search
3. Students should examine the influence of family, peer and societal expectations on potential career choices.	a. special activity, making a Family Career Tree b. Self-Directed Search

Socio-Economic Issues and Trends in the World of Work

LEARNING OBJECTIVES	*DELIVERY TECHNIQUES*
4. Students should have a basic understanding of the social, governmental and economic system in America and how it relates to potential careers and to their general welfare.	a. employer seminars b. competencies 1, 2, 3, 4, 7, 9, 10, 11, 12 c. functional citizenship project activities on employer sites
5. Students should analyze the work ethic in America for its national and personal significance.	a. employer seminars b. Exploration Package c. learning level experiences

LEARNING OBJECTIVES	*DELIVERY TECHNIQUES*
6. Students should have an understanding of management and labor relations in America, including a historical perspective on the labor movement and its economic-social impact and current labor-management relationships.	a. employer seminars b. functional citizenship project activities
7. Students should understand the concepts of employment, unemployment and underemployment in relation to potential career choices.	a. employer seminars b. Career Information System c. learning level experiences
8. Students should become aware of local and national economic and occupational trends, recognizing growth, declining and emerging industries and occupations.	a. Career Information System (for local outlook) b. employer seminars c. learning level experiences
9. Students should be aware of the nature and effects of all types of job discrimination.	a. employer seminars b. learning level experiences

Matching Specific Job Information With Interests, Aptitudes, Abilities and Career Goals

10. Students should be able to compare job information with their interests, values and abilities and make decisions about further investigation and/or participation in career areas of their choice.	a. Exploration Package "matching exercise" b. Career Information System
11. Students should outline strategies toward achieving tentative career goals, including strategies to improve skills and knowledge deficiencies to reach those goals.	a. employer seminars b. learning level experiences c. skill building level experiences d. project activities on employer sites, particularly onsite Basic Skills applications
12. Students should examine career possibilities in view of the demands these careers make on their personal life.	a. employer seminars b. Exploration Package c. Career Information System d. Self-Directed Search

EMPLOYABILITY SKILLS

Outcome Goal: Students will develop increased dependability and general skills in job finding, job application and on-the-job negotiations necessary in daily work interactions.

LEARNING OBJECTIVES	*DELIVERY TECHNIQUES*
Job Finding and Job Applications	
13. Students should be able to use a variety of sources to locate available jobs.	a. Career Information System b. employer seminars
14. Students should know the benefits and liabilities of using public and private employment agencies.	a. employer seminars b. competency 12
15. Students should be able to interview successfully for jobs.	a. competency 12 b. employer seminars
16. Students should be able to write personal resumes.	a. competency 12 b. Student Profiles
17. Students should be able to use and understand the social security and state industrial accident systems, unemployment and so forth.	a. competency 11 b. employer seminars
Work Interactions and On-the-Job Negotiation	
18. Students should be able to interact successfully with supervisors and coworkers on jobs of their choice by recognizing rules of the shop, production expectations and team work habits.	a. employer seminars b. learning level experiences c. skill building level experiences
19. Students should understand the nature of organizations, including organizational needs	a. learning level and/or skill building levels b. employer seminars

LEARNING OBJECTIVES	*DELIVERY TECHNIQUES*
and structures, and should examine the impact of those structures on themselves.	c. predesigned critical thinking project activities d. predesigned functional citizenship project activities
20. Students should identify the company or business organizational structure and examine the impact of that structure on their working roles.	a. employer seminars b. predesigned critical thinking project activities c. predesigned functional citizenship project activities

Developing Entry Level Work Skills

LEARNING OBJECTIVES	*DELIVERY TECHNIQUES*
21. Students should have the opportunity, when desired, to develop specialized entry level skills in potential careers or jobs.	a. skill building level experiences b. special classes (for example, college or industry training centers) c. predesigned functional citizenship project activities
22. Students should develop some general job skills in a variety of occupational settings.	a. learning level experiences b. learning level skill development activities c. Basic Skills work on employer sites

CAREER KNOWLEDGE

Outcome Goal: Students will increase their knowledge of financial and psychological inducements, preparation needs and available preparation programs in potential careers.

LEARNING OBJECTIVES	*DELIVERY TECHNIQUES*
Training Requirements and Opportunities	
23. Students should identify public and private training opportunities available in career areas of their choice.	a. employer seminars b. skill building level c. learning level experiences d. Career Information System e. Self-Directed Search
24. Students should be aware of costs and alternatives for financing training in the careers of their choice.	a. Career Information System b. learning level experiences c. employer site reference materials d. learning center reference materials e. Self-Directed Search
Psychological Considerations	
25. Students should understand the psychological income of various careers in terms of pride in work, service to others and self-satisfaction and fulfillment.	a. employer seminars b. Exploration Package c. learning level experiences d. Self-Directed Search
26. Students should be aware of the benefits, problems and pressures of retraining as midcareer adults and as individuals who choose to enter fields that traditionally may not have accepted certain people.	a. employer seminars b. learning level experiences c. predesigned personal/social development project activities

LEARNING OBJECTIVES	DELIVERY TECHNIQUES
27. Students should understand the concept of retraining and additional schooling as an asset to the flexible worker.	a. employer seminars b. learning level experiences c. Exploration Package
28. Students should be aware of the problem of mobility within the job itself, in addition to geographic mobility.	a. Exploration Package b. employer seminars c. Career Information System d. learning level experiences

APPENDIX C

Sample Learning Site Analysis Form, Learning Objectives and Resultant Student Project

Following is a set of examples showing

1. *a Learning Site Analysis Form (LSAF) completed for a particular site*
2. *prioritized learning objectives written by the learning manager from the LSAF and sequenced by the employer instructor*
3. *the individually negotiated project that was subsequently designed by the learning manager and student to incorporate key learning objectives related directly to the site and its learning potential*

These examples are intended to supplement discussions of each of the three items that appear in "Learning Plan Negotiation," pages 72-75, "Projects," pages 236-241, and "Learning & Skill Building Levels," pages 300-301.

For a walk-through of the employer relations specialist/employer instructor interview process see *__Employer/Community Resources__*, *Appendix M. That same handbook displays a second set of examples similar to those appearing here--see Appendix P.*

experience-based
career education

LEARNING SITE ANALYSIS FORM

Downtown Optometry
BUSINESS/INDUSTRY

Optometrist
DEPARTMENT/POSITION

2413 SW Addison, Portland 321-2345
ADDRESS/PHONE

Jeff Baker
EMPLOYER INSTRUCTOR

Ed Corey
EMPLOYER RELATIONS SPECIALIST

9-20-1975
DATE

SPECIAL CONDITIONS

Physical Requirements

Please check or enter descriptions of those requirements that apply to the site:

___ Heavy lifting ___

___ Carrying ___

X Stooping but could get around it

X Standing long periods but could use stool

___ Sitting long periods ___

X Special voice qualities pleasing, reassuring

___ Tolerance for noise ___

X Special appearance neat

___ Tolerance for odors ___

___ Driving ability ___

Please list any other special physical requirements good vision.

Clothing, Equipment Requirements

___ Driver's license ___ Hard hat ___ Coveralls ___ Rain, foul weather gear

X Uniform a top/smock or zipper jacket

___ OTHER ___

Safety Conditions

Please describe special safety restraints or conditions as designated by the employer instructor or contracts and agreements:

hygiene

READING MATERIALS CHECK LIST

Which of these are available to students at your site?

- ☑ Job application forms
- ☑ Notices and signs on job site
- ☑ Forms (order forms, invoices)
- ☑ Catalogues
- ☑ Brochures or printed advertising
- ☐ Manuals and written instructions
- ☑ Schedules or lists
- ☑ Account statements
- ☑ Letters, memos, notes (a sampling)
- ☑ Reports, pamphlets, or articles in publication
- ☑ Telephone lists or lists of extensions
- ☑ Address lists
- ☑ Labels or writing on packages
- ☐ Union or Labor Force contracts
- ☐ Personnel tests regularly administered
- ☐ Any other specific work-related materials
- ☐ List others

Using the list above as a reference, select ***three*** *pieces of written material you feel must be read in order to do the job satisfactorily.*

catalogues

brochures

reports, texts, etc.

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LIFE SKILLS PERFORMANCE TASKS

WITH WHICH OF THE FOLLOWING TASKS WOULD YOU BE ABLE TO HELP STUDENTS?

Critical Thinking

☑ Answer questions about your involvement with EBCE.

☑ Review a project written by a student that involves your place of business.

Functional Citizenship

☑ Answer questions about the ways in which various aspects of democracy impact your place of business; for instance, what role do employees play in your organization's decision making process?

☐ Answer questions about business taxes that impact your place of business; for instance, how does the tax work, how is it collected and computed, what exemptions are allowed, who regulates the tax and what are the penalties for infraction?

☐ Answer questions about codes that impact your business and employees and give your opinions about the relative merits of those codes.

Science

☑ Help the student apply the five-step scientific method: (1) observe a problem or process; (2) look for patterns and correlations; (3) formulate a theory or hypothesis; (4) use the hypothesis to make a prediction; and (5) test the theory or hypothesis as it might impace your place of business.

☑ Critique the student's recommendations.

☑ Help students identify cause and effect relationships and situations at your site.

Personal/Social Development

☑ Help a student identify and analyze a behavior he or she possesses that needs to be strengthened or eliminated.

☑ Allow a student to analyze a conversation in which you are involved. (To do this a student will try to interpret non-verbal clues such as tone of voice, facial expression, body movements, etc., in an effort to understand how the speaker feels.)

☑ Critique a student's observations.

☑ Discuss the manner in which male/female roles affect types of jobs, advancement and availability within your place of business.

Creative Development

☑ Help a student understand creativity not just as expressed in painting, music, or crafts, but as a process related to all aspects of life:

  a. Allow the student to photograph creative products or methods at your business.

  b. Help the student identify creative business methods or operations.

☑ Critique a student's suggestion of an alternative to procedures or products.

Dr. Baker's wife is an instructor in Women's Studies at the college and helps sometimes at the office. She'll be glad to talk about role stereotyping with students.

The doctor is also very interested in advanced research in light theory and can work with students who have special science interests in that area.

CUE WORDS

The following list of cue words can be used as prompts to help employer instructors specify the kinds of activities that are suitable for students learning on their sites.

READING

Identify
Interpret
Skim
Understand

COMMUNICATIONS

Compose
Copy
Describe
Direct
Discuss
Edit
Enunciate
Flexible Vocabulary
Inform
Instruct
Interview
Listen
Paraphrase
Persuade
Record
Summarize
Transcribe

MATH

Add
Balance
Calculate
Calibrate
Centigrade
Count
Decimals
Degree of Angle
Degrees of Heat
Divide
Estimate
Fahrenheit
Formulas
Fractions
Measure
Multiply
Percent
Ratios
Subtract
Use Money

SPECIFIC JOB SKILLS

Administer
Adjust
Advise
Alphabetize
Analyze
Appraise
Arrange
Assemble
Bore
Build
Classify
Clean
Compare
Compile
Control
Coordinate
Design
Detect
Develop
Diagnose
Discriminate
Draw
Drill
Drive
Examine
Excavate
Experiment
Fabricate
File
Finish
Install
Investigate
Layout
Locate
Lubricate
Manipulate
Mark
Memorize
Mix
Nail
Post
Reason
Repair
Replace
Score
Serve
Service
Setup
Solder
Sort
Spray
Test
Type
Weld

LIFE SKILLS APPLICATION

Analyze
Chart
Comprehend
Create
Empathize
Generalize
Negotiate
Observe
Perceive
Realize
Relate
Resolve
Solve
Synthesize
Translate
Use Statistics

MAJOR TASK OPTOMETRIC ASSISTANT

Subtasks (Check box for Student Participation)	MATH (How well)	READING (How well)
☒ optometric laboratory: lens measuring instrument (lensometer-visual acuity)	Applied: read numerical values on meter (values register in diopters) Fundamental:	Applied: read instruction manual, read instrument Fundamental:
☒ optometric laboratory: lens clock	Applied: measure surface curvature of lens (called SAG) Fundamental: algebra	Applied: reading measurements, setting up algebraic equations using conversion chart Fundamental:
☒ optometric laboratory: hand neutralization	Applied: use trial lens of known prescription – establish opposite of test lens, eliminate apparent motion Fundamental:	Applied: Fundamental:
☐ optometric laboratory: frame repair and lens insert to frame	Applied: measure lens to fit correct frame Fundamental:	Applied: Fundamental:
☐ optometric laboratory: order prescription from laboratory and accessories from vendors	Applied: be able to understand mm lens dimensions and diopter powers	Applied: be able to read and understand prescriptions

COMMUNICATIONS (How well)	SPECIFIC JOB SKILLS	LIFE SKILL APPLICATION
Applied: note prescription Fundamental	using and adjusting machine	algebra and geometry used on several levels — good place to do mathematics basic skill activities
Applied: note presciption Fundamental	lens clock device	
Applied: note prescription when lens is verified Fundamental	match lens until apparent motion seen between the two lenses resolves	
Applied: assist patient in making a good fit Fundamental	be able to insert edged lens in plastic or metal frame — bend temples for comfort	
Applied: be able to express needed information to laboratory personnel		be able to explain services provided by an optometric laboratory — can visit a laboratory and take pictures, do interviews

MAJOR TASK FRAME DISPENSING

Subtasks (Check box for Student Participation)	**MATH** (How well)	**READING** (How well)
frame styling ☐	Applied: Fundamental:	Applied: Fundamental:
materials available ☐	Applied: understand lens measurements Fundamental:	Applied: Fundamental:
fit and adjust frames ☐	Applied Fundamental	Applied Fundamental:
know accessories ☐	Applied Fundamental	Applied: Fundamental:
☐	Applied	Applied:

COMMUNICATIONS (How well)	SPECIFIC JOB SKILLS	LIFE SKILL APPLICATION
Applied: be able to communicate with patient, help him/her decide on correct frame style Fundamental:	be familiar with relationship between facial characteristics and frame styles	do a photographic essay on frame style and attend to frame styling as it relates to facial shape
Applied: Fundamental:	be familiar with available ophthalmic materials, lenses, frames, cases	
Applied: help patient obtain a comfortable fit Fundamental:	be able to align and adjust frames to fit patient's facial features hot sand bath, plastic stress limitations	
Applied: Fundamental:	have working knowledge of availability and use of accessories such as glaze-cote, lens cleaners, head straps, chains and so on	
Applied:		

MAJOR TASK VISUAL TRAINING AND/OR ORTHOPTICS

Subtasks (Check box for Student Participation)	MATH (How well)	READING (How well)
developmental vision ☐	Applied: Fundamental:	Applied: Fundamental:
pleoptic procedures ☐	Applied: Fundamental:	Applied: Fundamental:
eye movement activities ☐	Applied: Fundamental:	Applied: Fundamental:
binocular activities ☐	Applied: Fundamental:	Applied: Fundamental:
☐	Applied:	Applied:

NOTE: this area to be experienced on observational basis, can visit other D.O.D. to get first-hand experience

COMMUNICATIONS (How well)	**SPECIFIC JOB SKILLS**	**LIFE SKILL APPLICATION**
Applied Fundamental	supervise patients engaged in developmental vision activities; visual-motor activities, chalkboard, walking rail, bean bag, eye-hand activities, visual-auditory coordination and so forth	
Applied Fundamental	supervise patients engaged in pleoptic procedures; have working knowledge of instrumentation: visuscope, euthyscope, Knight euthyscope and others	
Applied Fundamental	have working knowledge of rotational instruments: rototrainer, master trainer, Kirschner rotator	
Applied Fundamental	be familiar with operation of stereoscopic instruments, red-green anaglyphs, polaroid vectograph anaglyphic materials	
Applied		

MAJOR TASK CONTACT LENS

Subtasks (Check box for Student Participation)	**MATH** (How well)	**READING** (How well)
contact lens insertion and removal ☐	Applied: Fundamental:	Applied: Fundamental:
contact lens care and hygiene ☐	Applied: Fundamental	Applied: Fundamental
verification of contact lens ☐	Applied. Fundamental	Applied Fundamental:
lens modification ☐	Applied Fundamental	Applied: Fundamental:
lens manufacture ☐	Applied	Applied:

COMMUNICATIONS (How well)	SPECIFIC JOB SKILLS	LIFE SKILL APPLICATION
Applied: instruct patients in methods of insertion Fundamental:	demonstrate ability to instruct patients in methods of insertion	
Applied: provide instruction to contact patients Fundamental:	removal of lenses, care of lenses, use of cleaners, wetting and soaking solution	
Applied: Fundamental	demonstrate ability to verify prescription of lens when received from laboratory	
Applied Fundamental	demonstrate ability to modify C/L curvature, edge, peripheral curves student can use real lenses to practice modification of lens edges	
Applied	demonstrate ability to produce C/L from button to finished lens according to prescription	

MAJOR TASK KERATOMETRY/PUPILLARY DISTANCE/VOCABULARY/PATIENTS

Subtasks (Check box for Student Participation)	MATH (How well)	READING (How well)
keratometry: ☐ keratometer or othometer	Applied: measures curvature of edge diopters or mm of curve, amount of converse or diverse Fundamental:	Applied: Fundamental:
pupillary distance: ☐ interpupillary distance measurement	Applied: in mm, for viewing and near viewing, distance-distance between lines of sight tells optician where to put optical centers-focus point - understanding you can't move to infinity to measure - geometry Fundamental:	Applied: Fundamental:
vocabulary: ☐ many words unique to optometry	Applied: Fundamental:	Applied: reading and looking up new words Fundamental:
dealing with patients: ☐ communications skills involved	Applied: log appointments by time and date Fundamental:	Applied: reading names and telephone numbers Fundamental:
wall chart: ☐ a portion of visual acuity	Applied: fractions, what does 20-20 vision mean?	Applied: reading letters and understanding reasoning behind wall chart letters

COMMUNICATIONS (How well)	SPECIFIC JOB SKILLS	LIFE SKILL APPLICATION
Applied: recording results Fundamental:	function of machine	why is curvature measured? what is done with the measurement?
Applied: Fundamental:	using machine	why is distance measured? what is done with the measurement?
Applied: writing definitions — verbal explanations of words unique to optometry Fundamental:		keep a running log of new words, decode them and be prepared to explain them to the satisfaction of the employer instructor
Applied: clear, well-understood reminders — verbal resolution of scheduling problems Fundamental:		does Dr. Baker use a call-back reminder system?
Applied:	memorize wall chart (criterion for pass or fail)	understanding why they are used, various kinds of charts, reasons for different kinds

MAJOR TASK VISUAL FIELDS

Subtasks (Check box for Student Participation)	MATH (How well)	READING (How well)
operate visual field screening devices and record results ☐	Applied: Fundamental:	Applied: Fundamental:
visual field charting 1. peripheral fields 2. central field 3. tangent screen ☐	Applied: Fundamental:	Applied: Fundamental:
☐	Applied: Fundamental:	Applied: Fundamental:
☐	Applied: Fundamental:	Applied: Fundamental:
☐	Applied:	Applied:

COMMUNICATIONS (How well)	SPECIFIC JOB SKILLS	LIFE SKILL APPLICATION
Applied: Fundamental:	demonstrate ability to operate and record results of 1. multiple pattern vision screener 2. perimetry – hand perimeter 3. tangent screen (sizes of targets, test distances)	
Applied: Fundamental:	demonstrate ability to operate and record results of testing (perimeter, campimeter – Amsler Grid)	
Applied: Fundamental:		
Applied: Fundamental:		
Applied:		

TOOLS, MATERIALS, AND LEARNING RESOURCES AVAILABLE FOR STUDENT USE AT THE SITE

Tools unique to this job:

Have Michael fill this in as an objective in his project

Special classes the student might be able to take:

– May arrange visits to Pacific Laboratories

Work samples and materials:

Contacts, lenses, frames, cleaning solutions, etc.

Heavy equipment:

Office machines ([✓ typewriters], calculators, [✓ adding machines], etc.)

Audiovisual materials (films, tapes, slides, video tapes) and equipment (projectors, recorders, cameras) the student might use:

Slides and filmstrip on basic optometry

Precision instruments: Again, Michael could do this as part of his project

LEARNING OBJECTIVES

The following activities have been written from the Learning Site Analysis Form for Downtown Optometry *and reflect activities a student can do at that site.*

1. List the major tasks of an optometrist assistant.
2. Acquire the skills to use a lensometer, the instrument for lens measuring, by learning to
    a. read numerical valves on the meter, registered in diopters, and
    b. use and adjust the machine.
3. In demonstrating efficient use of the lensometer the student will show understanding of appropriate levels of algebra and geometry.
4. Using a lens clock the student will measure the surface curvature of a lens (called SAG).
5. Be able to read measurements and set up algebraic equations using a conversion chart.
6. Demonstrate the ability to perform hand neutralization. To do this he will use a trial lens of a known Rx to establish the opposite of a test lens. He will match the lens until apparent motion seen between the two lenses resolves.
7. Do basic frame repair and measure the lens to fit the correct frames. In doing this the student
    a. must assist the patient in making a good fit, for instance, binding the temples for comfort, and
    b. be able to insert edged lenses in either plastic or metal frames.
8. Be able to order Rx from the lab and accessories from vendors. To do this the student will
    a. need to understand mm lens dimensions and dioptic powers,
    b. be able to express information to lab personnel, and

c. in dealing with the optometric lab, be able to explain services provided.

9. Understand the task of frame dispensing. To do this the student must

    a. be familiar with the relationship between facial characteristics and frame styles,

    b. be able to communicate with patients to help them decide on an appropriate and pleasing frame style, and

    c. be able to help patient obtain comfortable fit.

10. Understand the skills necessary for proper frame styling, including hot sand bath and plastic stress limitations.

11. The student who wishes to gain the skills of an optometric assistant will need to understand the area of visual training and/or Orthoptics. This means having a working knowledge of instrumentation and being able to follow O.D.'s directions for specific therapy and/or testing of patients in the following areas:

    a. supervise patients engaged in developmental vision activities such as visual-motor activities, chalkboard, walking rail, bean bag, visual-auditory coordination

    b. supervise patients engaged in pleoptic procedures and have a working knowledge of instrumentation: Visuscope, Euthyscope, Knight Euthyscope

    c. eye movement activities: have working knowledge of rotational instruments such as Rototrainer, Master Trainer, Kirschner Rotator

    d. binocular activities: be familiar with operation of stereoscopic instruments, red-green anaglyphs, polaroid vectograph anaglyphic materials.

In Dr. Baker's office all of the above will be experienced on an observational basis. The student can visit another optometrist to acquire first-hand experiences.

12. The student will gain an understanding of contact lens instruction or modification. This means having a working knowledge of the following areas:

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a. Instruction: demonstrate ability to instruct patients in methods of insertion, removal and care of lenses, use of cleaners, wetting and soaking solution.

b. Verification of contact lens: demonstrate ability to verify Rx of lens when received from lab.

c. Lens modification: demonstrate ability to modify contact lens (C/L) curvature, edge, peripheral curves. The student can practice on real lenses.

d. Lens manufacture: demonstrate ability to produce C/L from button to finished lens in accordance with Rx.

13. The student will be able to use the keratometer (or othometer), an instrument that measures the curvature of the eye. It measures in diopters or millimeters of curve for determining amount of converse or diverse.

14. The student will be able to explain why the curvature is measured and what is done with the measurement.

15. The student will understand the concept of pupillary distance and be able to use the machine to measure the client's far-viewing and near-viewing distance in millimeters.

16. The student will be able to determine focus point: the distance between the lines of sight tells the optician where to put the optical centers.

17. Because there are many words unique to optometry the student will keep a running log of new words, write definitions and explain them to the satisfaction of the employer instructor.

18. Develop the communications skills involved in dealing with patients.

19. Answer the phone, make appointments, log appointments by time and date and use the verbal reasoning necessary to deal with scheduling problems.

20. Master the use of the wall chart to test visual acuity:

    a. Understand what 20-20 vision means.

    b. Understand the reasoning behind the wall chart letters and why the charts are used.

    c. Memorize the wall chart letters and criterion for passing or failing.

21. Be able to operate and record results from commonly used visual field screening devices such as:

    a. Multiple Pattern Vision Screener (Roberts; Harrington-Flocks)

    b. Perimetry-Land Perimeter; Brombach or similar

    c. Tangent Screen - know sizes of targets and test distances used

22. Demonstrate ability to operate and record results of testing using peripheral fields, central field and tangent screen.

LIFE SKILLS AREA: SCIENCE

STUDENT NAME Michael Black
PROJECT TITLE On Becoming an Optometric Assistant
EMPLOYER INSTRUCTOR Jeff Baker, Optometrist
EMPLOYER SITE Downtown Optometry

STARTING DATE ____________
TARGET DATE ____________
DATE RECEIVED ____________
ERS CERTIFICATION ____________
CRITICAL THINKING WRAP-UP COMPLETE ____________
COMPLETION DATE ____________

LEARNING MANAGER RATIONALE/ASSESSMENT:

Michael's learning level with Dr. Baker is a good place for him to learn some skills of precision and systematic analysis. Hopefully these methods of work will transfer to all aspects of his life.

STUDENT RATIONALE:

I like astronomy and am interested in optometry as a possible job. I hope to learn more about lenses and their science and I hope to learn as much as I can about the job.

PROJECT EVALUATION:

RECOMMENDATIONS:

ACTIVITY 1 DATE ________________	RESOURCES	PRODUCTS/CRITERIA *Unless otherwise specified, products and criteria will be negotiated with your LM*
Michael will gain a total picture of what an optometrist and an optometric assistant do.	Dr. Baker and staff	List of major and minor tasks to be written legibly and in ink

EVALUATION

ACTIVITY 2 DATE ________________	RESOURCES	PRODUCTS/CRITERIA *Unless otherwise specified, products and criteria will be negotiated with your LM*
Michael will gain competence in use of the following instruments: 1. lensometer 2. lens clock 3. conversion chart 4. keratometer 5. wall chart He should understand through observation the use of the following instruments: 1. visuscope 2. euthyscope 3. rototrainer 4. master trainer 5. Kirshner rotator 6. stereoscopic instruments	Employer site	Performance for each one certified by the employer instructor ______________________ *EI Certification*

EVALUATION

ACTIVITY 3 DATE ________________	RESOURCES	PRODUCTS/CRITERIA *Unless otherwise specified, products and criteria will be negotiated with your LM*
Michael will acquire competence in the following techniques:		
A. Hand neutralization	Employer site	Certification of each by the employer instructor A. ________________ *EI Certification*
B. Basic frame repair and lens measurement		B. ________________ *EI Certification*
C. Hot sand bath and plastic stress limitations		C. ________________ *EI Certification*

EVALUATION

ACTIVITY 4 DATE ________________	RESOURCES	PRODUCTS/CRITERIA *Unless otherwise specified, products and criteria will be negotiated with your LM*
Michael will demonstrate the appropriate communication skills to perform the following tasks:		
A. Assist patient in fitting frames	Employer site	Certification of each by employer instructor or assistant
		A. ____________________ *EI Certification*
B. Assist patients choosing frames		B. ____________________ *EI Certification*
C. Discuss with patients the relationship between facial characteristics and frame styles		C. ____________________ *EI Certification*
D. Instruct patients in proper care of contact lenses		D. ____________________ *EI Certification*
EVALUATION		

ACTIVITY 5 DATE ____________	RESOURCES	PRODUCTS/CRITERIA *Unless otherwise specified, products and criteria will be negotiated with your LM*
Because there are many words unique to optometry Michael will keep a running log of new words.	Dr. Baker Optometry texts	Written definitions to be verified and certified by the employer instructor ____________________ *EI Certification*

EVALUATION

ACTIVITY 6 DATE ____________________	RESOURCES	PRODUCTS/CRITERIA *Unless otherwise specified, products and criteria will be negotiated with your LM*
In the field of optometry there is a definite need for basic understanding of algebra and geometry. Michael will ask Dr. Baker to identify five math problems that could be daily occurrences on the job. Michael will solve these problems to the satisfaction of Dr. Baker. Possible areas include: A. Using a lens clock measure the surface curvature of a lens B. Read measurements and set up algebraic equations using a conversion chart C. Understand m.m. lens dimensions and dioptic powers		Submit to learning manager a copy of the problem and some indication of computational skills acquired. Proper solutions will be certified by employer instructor. A. ______________________ *EI Certification* B. ______________________ *EI Certification* C. ______________________ *EI Certification*
EVALUATION		

APPENDIX D

Onsite Basic Skills Exercises And Prescription Pad

On the following pages we offer examples of several optional tools your staff may use in identifying, prescribing for and evaluating Basic Skills tasks that can be performed at employer sites. Included are:

1. *Basic Skills self-assessment exercises students may either perform as project activities or substitute for a portion of the Exploration Package. (See "Projects," pages 251-255, and/or "Career Explorations," page 155.)*

2. *brief narrative instructions that are given students and employer instructors regarding use of the exercises*

3. *a sample of a Basic Skills prescription form that may be used by the employer relations specialist to notify EBCE learning managers of any difficulties perceived by either employer instructors or by the ERS in a student's performance of Basic Skills tasks at employer sites. This form can be used in conjunction with the self-assessment exercises or separately, depending on the circumstances in which difficulties are noticed.*

If you plan to use either device extensively you may wish to have them printed in No-Carbon-Required (NCR) pads since several copies of both the Basic Skills exercise form and the prescription form are necessary to use them adequately (see instruction sheet, pages 633-634).

Student Name	*Employer Site/Job*	*Date*

ONSITE BASIC SKILLS SELF-ASSESSMENT

Communications Skills

Copy to: Student
Employer Instructor
Employer Relations Specialist

Instructions: Select three kinds of reading material that are required to do this job. Have the student demonstrate that he or she can read and use the material. (See instruction sheet for suggested ways to evaluate.) If student is successful sign his or her copy of this form. If student has difficulty tell the employer relations specialist or make a note and attach to student's copy of this assessment.

Description of tasks

1.

2.

3.

The student has successfully completed these tasks.

Date	*Signature of Employer Instructor*

Student Name *Employer Site/Job* *Date*

ONSITE BASIC SKILLS SELF-ASSESSMENT

Mathematics

Copy to: Student
Employer Instructor
Employer Relations Specialist

Instructions: Select five tasks requiring mathematics that are representative of this job. Write them on this sheet. Evaluate student's performance. If successful sign student's copy of tasks. If student has difficulty fill in Prescription Pad and attach to student's copy of this assessment.

Description of tasks:

1.

2.

3.

4.

5.

The student has successfully completed these tasks.

Date *Signature of Employer Instructor*

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INSTRUCTIONS FOR USE OF BASIC SKILLS EXERCISES

Communications Skills

1. The student (with help of employer relations specialist or employer instructor) consults a list of available job-related reading materials on employer sites.

2. The student selects three different kinds of reading materials such as:

   a. a form such as invoice, personnel application, order blank, telephone message form and so forth

   b. instruction manual or information pamphlet

   c. routine memo or letter

   d. list of names and addresses

   The employer instructor or employer relations specialist describes the three selected tasks on the Onsite Basic Skills Assessment form. Employer instructor, employer relations specialist and student each get a copy.

3. For each of the three tasks the student will demonstrate to the satisfaction of the employer instructor, employer relations specialist or learning manager his or her ability to read the material well enough to utilize it as necessary in the job. Suggested means of assessing this are:

   Form. The student will demonstrate ability to read and respond to a form by completing it satisfactorily.

   Instruction manual or information pamphlet. The student will read and explain or demonstrate appropriate performance in response to a passage designated.

   Routine memo or letter. The student will read a memo or letter and satisfactorily explain orally or in writing: (a) the main point(s), (b) the writer's purpose and (c) specific facts and details. This could also be demonstrated by composing a reply to the letter or memo.

   List of names and addresses. The student will demonstrate ability to locate three names on an alphabetical listing and copy the names, addresses and telephone numbers (if given) accurately.

4. The employer instructor will evaluate performance and sign the student's form if he or she performs the tasks successfully. If the student has difficulty the employer instructor will talk to the employer relations specialist and/or write a note suggesting where help is needed. The ERS will communicate this to the student's learning manager.

Mathematics

1. The student, in conference with employer instructor and/or employer relations specialist, selects from the Learning Site Analysis Form (LSAF) five applied skills tasks requiring mathematics or the employer instructor may assign tasks other than those on the LSAF.

2. Assigned tasks are written on the Onsite Basic Skills Self-Assessment form. Employer instructor, employer relations specialist and student each get a copy.

3. The student performs the tasks.

4. The employer instructor evaluates the student's performance. If the student performs the tasks successfully the employer instructor will sign the student's form. If the student has difficulty the employer instructor will talk to the employer relations specialist and/or write a note suggesting where help is needed. The ERS will communicate this to the student's learning manager.

NOTE: The employer relations specialist may use the Basic Skills prescription pad displayed on the following page to record employer instructor suggestions and to pass them to the learning manager.

Student Name — *Employer Site/Employer Instructor*

BASIC SKILLS PRESCRIPTION PAD

(Fill in each time the student has difficulty. Give a copy to the student and one to the learning manager.)

Activity

Write project title and activity number or describe the applied Basic Skills task:

Prescription

What should be done?

What can we do?

What can the EI do?

Date — *(signed) Employer Relations Specialist*

APPENDIX E

Career Assessment Instruments

Students use both the Career Information System (CIS) and the Self-Directed Search (SDS) as ways of narrowing in on their career and occupational preferences and identifying specific jobs that might be of interest to them. (See "Career Explorations," pages 116 and 145.)

CAREER INFORMATION SYSTEM

The CIS is a unique computer-based program developed at the University of Oregon to provide comprehensive data regarding the availability of jobs and related occupational information--primarily for the state of Oregon. CIS also has available an Occupational Needlesort System for use by programs without computer hook-up facilities. The needlesort system comes with career information files in the form of computer print-outs. The CIS approach to career interests identification and research can be of extraordinary assistance to all school programs dealing with career counseling and the preparation of youth (and adults) for careers.

Several other states either have begun or are planning career information systems similar to CIS. For instance, Alabama, Colorado, Massachusetts, Michigan, Minnesota, Ohio, Washington, and Wisconsin have received grants to set up similar systems. If you are interested in access to a locally-based system, you should contact one of the following sources for further information:

1. Career Information System
   Office of the Director
   247 Hendricks Hall
   University of Oregon
   Eugene, Oregon 97403
   (503) 686-3872

2. the head of the State Department of Labor
   in your state

3. your State Superintendent of Public Instruction

How (CE)$_2$ Students Use the System

Using a questionnaire form, the student responds to questions about job preferences according to six categories:

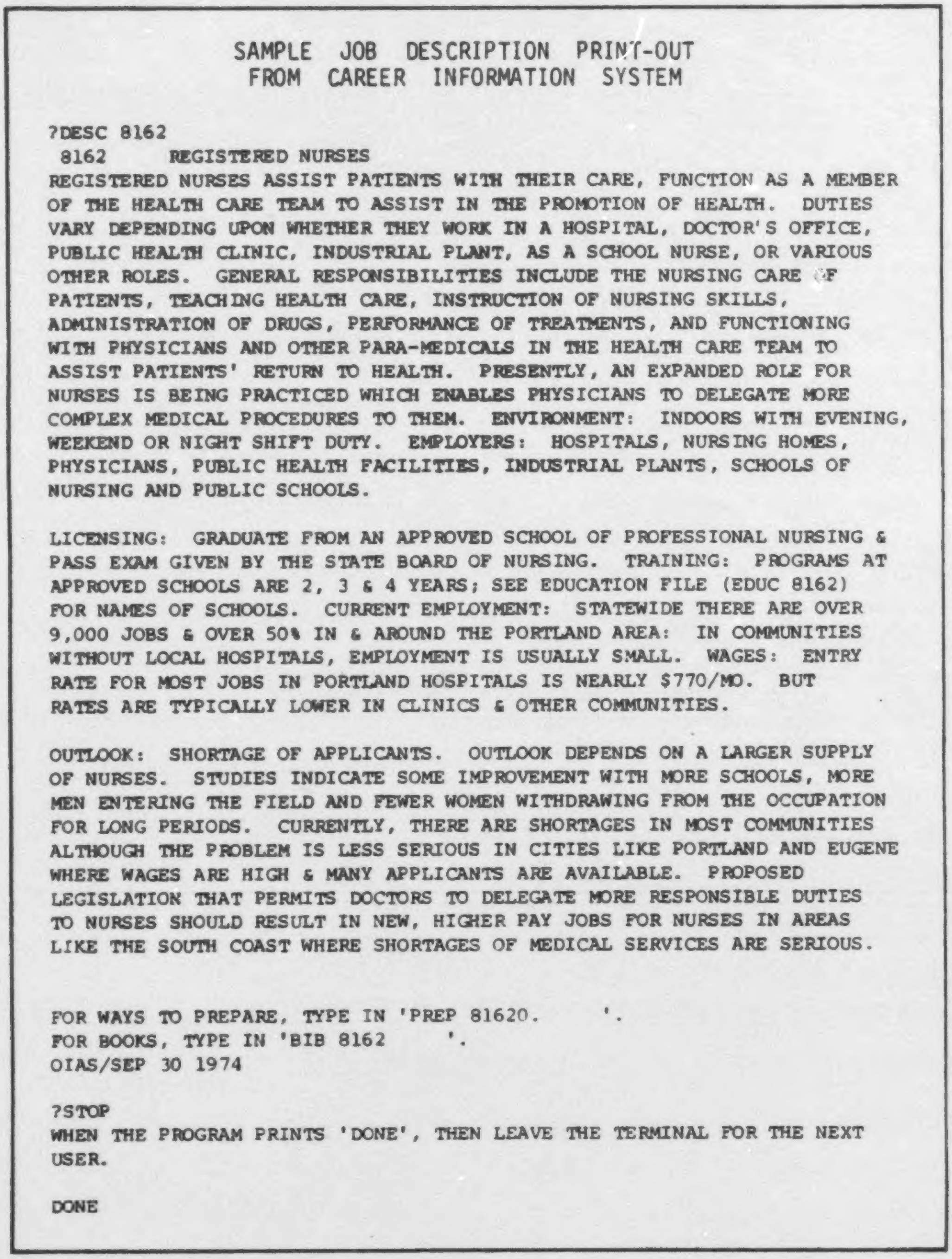
1. physical limitations
2. location
3. education and training
4. aptitudes
5. interests
6. earnings

The student punches answers to questions in each category on a computer terminal located at the learning center. The terminal is "online" with the CIS data bank. The CIS program will sort through the data bank on the basis of variables specified through the six categories and identify jobs in which the student might be interested. The student may request a print-out at any point but usually waits until all questions have been answered to narrow down the list as much as possible. The student then has several "Quest" options open. He or she may

1. request a general description of one or more jobs (see following page) and/or
2. request a print-out of the ways to prepare for a job and/or
3. request a listing of materials available about the job and its preparation/training needs.

This is the standard procedure followed by all students. Students may also go to the terminal at any time and, using a code book, request various information about a specific job type and get the same kinds of data that can be obtained through the questionnaire process.

The system also records questionnaire answers for summarizing how many students use the system and what kinds of characteristics they inquire about (big city location, certain earnings levels and so forth). Staff can also use this data to find out, for instance, how often students are requesting bibliographic data, thereby ascertaining whether or not students are reading about jobs or if that part of the system is being utilized at all. Thus the service provides some unobtrusive measures that EBCE staff and planners may use for program design and evaluation purposes.



SAMPLE JOB DESCRIPTION PRINT-OUT
FROM CAREER INFORMATION SYSTEM

```
?DESC 8162
 8162     REGISTERED NURSES
REGISTERED NURSES ASSIST PATIENTS WITH THEIR CARE, FUNCTION AS A MEMBER
OF THE HEALTH CARE TEAM TO ASSIST IN THE PROMOTION OF HEALTH.  DUTIES
VARY DEPENDING UPON WHETHER THEY WORK IN A HOSPITAL, DOCTOR'S OFFICE,
PUBLIC HEALTH CLINIC, INDUSTRIAL PLANT, AS A SCHOOL NURSE, OR VARIOUS
OTHER ROLES.  GENERAL RESPONSIBILITIES INCLUDE THE NURSING CARE OF
PATIENTS, TEACHING HEALTH CARE, INSTRUCTION OF NURSING SKILLS,
ADMINISTRATION OF DRUGS, PERFORMANCE OF TREATMENTS, AND FUNCTIONING
WITH PHYSICIANS AND OTHER PARA-MEDICALS IN THE HEALTH CARE TEAM TO
ASSIST PATIENTS' RETURN TO HEALTH.  PRESENTLY, AN EXPANDED ROLE FOR
NURSES IS BEING PRACTICED WHICH ENABLES PHYSICIANS TO DELEGATE MORE
COMPLEX MEDICAL PROCEDURES TO THEM.  ENVIRONMENT:  INDOORS WITH EVENING,
WEEKEND OR NIGHT SHIFT DUTY.  EMPLOYERS:  HOSPITALS, NURSING HOMES,
PHYSICIANS, PUBLIC HEALTH FACILITIES, INDUSTRIAL PLANTS, SCHOOLS OF
NURSING AND PUBLIC SCHOOLS.

LICENSING:  GRADUATE FROM AN APPROVED SCHOOL OF PROFESSIONAL NURSING &
PASS EXAM GIVEN BY THE STATE BOARD OF NURSING.  TRAINING:  PROGRAMS AT
APPROVED SCHOOLS ARE 2, 3 & 4 YEARS; SEE EDUCATION FILE (EDUC 8162)
FOR NAMES OF SCHOOLS.  CURRENT EMPLOYMENT:  STATEWIDE THERE ARE OVER
9,000 JOBS & OVER 50% IN & AROUND THE PORTLAND AREA:  IN COMMUNITIES
WITHOUT LOCAL HOSPITALS, EMPLOYMENT IS USUALLY SMALL.  WAGES:  ENTRY
RATE FOR MOST JOBS IN PORTLAND HOSPITALS IS NEARLY $770/MO.  BUT
RATES ARE TYPICALLY LOWER IN CLINICS & OTHER COMMUNITIES.

OUTLOOK:  SHORTAGE OF APPLICANTS.  OUTLOOK DEPENDS ON A LARGER SUPPLY
OF NURSES.  STUDIES INDICATE SOME IMPROVEMENT WITH MORE SCHOOLS, MORE
MEN ENTERING THE FIELD AND FEWER WOMEN WITHDRAWING FROM THE OCCUPATION
FOR LONG PERIODS.  CURRENTLY, THERE ARE SHORTAGES IN MOST COMMUNITIES
ALTHOUGH THE PROBLEM IS LESS SERIOUS IN CITIES LIKE PORTLAND AND EUGENE
WHERE WAGES ARE HIGH & MANY APPLICANTS ARE AVAILABLE.  PROPOSED
LEGISLATION THAT PERMITS DOCTORS TO DELEGATE MORE RESPONSIBLE DUTIES
TO NURSES SHOULD RESULT IN NEW, HIGHER PAY JOBS FOR NURSES IN AREAS
LIKE THE SOUTH COAST WHERE SHORTAGES OF MEDICAL SERVICES ARE SERIOUS.


FOR WAYS TO PREPARE, TYPE IN 'PREP 81620.     '.
FOR BOOKS, TYPE IN 'BIB 8162     '.
OIAS/SEP 30 1974

?STOP
WHEN THE PROGRAM PRINTS 'DONE', THEN LEAVE THE TERMINAL FOR THE NEXT
USER.

DONE
```

SELF-DIRECTED SEARCH

As a means of identifying specific job interests, the Self-Directed Search is similar to the CIS. However whereas the CIS concentrates largely on profiling a job on the basis of some information about the student, the SDS profiles the student by ascertaining responses to a large number of questions regarding the student and then provides a code book for identifying in general the types of jobs the student's characteristics, interests, competencies, preferred occupations and activities might suggest.

In developing the SDS researchers devised a system for classifying people into six basic "types" and for designating occupations by the same set of types. They found that people with certain characteristics tend to drift toward certain kinds of jobs and that certain jobs required certain personality characteristics. While this matching system of course is not altogether accurate, it does give a good indication to the student of how his or her personal interests, qualifications and characteristics might relate to real jobs and careers in the working world.

Following is a brief summary of the people/job types developed by the designer of the SDS, John L. Holland:

> Realistic (r): General preference for activities that entail the explicit, ordered or systematic manipulation of objects, tools, machines and animals; a dislike of educational or therapeutic activities.
>
> Investigative (I): General preference for activities that entail the observational, symbolic, systematic and creative investigation of physical, biological and cultural phenomena to understand and control such phenomena; a dislike of persuasive, social and repetitive activities.
>
> Artistic (A): General preference for ambiguous, free, unsystematized activities that entail the manipulation of physical, verbal or human materials to create art forms or products; a dislike of explicit, systematic and ordered activities.
>
> Social (S): General preference for activities that entail the manipulation of others to inform, train, develop, cure or enlighten; a dislike of explicit, ordered, systematic activities involving materials, tools or machines.
>
> Enterprising (E): General preference for activities that entail organizational goals or economic gain;

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a dislike of observational, symbolic and systematic activities.

Conventional (C): General preference for activities that entail the explicit, ordered systematic manipulation of data; a dislike of ambiguous, free, exploratory or unsystematic activity.

(This information was taken from a book by Holland--Making Vocational Choice: A Theory of Careers. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1973.)

For information concerning the SDS or for copies of its questionnaire booklet and accompanying listing of occupations, write: Consulting Psychologists Press, 577 College Avenue, Palo Alto, California 94306.

APPENDIX F

(CE)$_2$'s Basic Materials Collection

Following are a summary of (CE)$_2$'s basic materials classification system and an alphabetical listing of the resources (CE)$_2$ obtained for its basic materials collection (including periodicals). Materials listed are drawn from the program's 1974-1975 inventory and may or may not reflect its current resources. Because of the wide assortment of references currently available we do not make specific recommendations as to titles you should purchase for your learning center. We assume your own district and school libraries will have many such materials on hand and will be equipped to help you develop a collection suitable to your particular resource needs. See "Learning Resources," Item 6, for a description of how (CE)$_2$ set up its basic materials collection.

CLASSIFICATION SYSTEM USED BY (CE)$_2$

All materials are assigned Dewey Decimal Classification numbers and accession numbers.

Each unit of material is identified by a code relating to the type of media that it is:

Audiotape	AT	Kits (two or more different media)	KT
Books	B		
8 mm film	F	Programmed texts	PT
Filmstrips	FS	Records	S
Folio	FO	Videotape	VT

There are main entry (title or author), shelf list and subject cards for each unit of material. These cards contain:

- Title
- Author (when available)
- Publisher
- Date of publication (or copyright if available)
- Source
- Cost (as of 1973)
- Listing of all elements of that unit of material (each part of kit and so forth)
- Technical information (pages, number of frames in filmstrip and so forth)

BIBLIOGRAPHY OF BASIC COLLECTION

America! The Poetry of a Nation. 2 filmstrips, 2 cassettes with discussion guide. Guidance Associates, 1972. $41.50. KT

American National Red Cross. Basic First Aid. 4 books, programmed instruction. Doubleday, 1971. $3.75. PT

Anderson, William. Jobs. Behavioral Research Laboratory, 1972. $5.45. PT

Attiyeh, Richard E. Capitalism, Communism and Socialism (The American Economics Series, Book 7). Contents: workbook, testbook, teachers' manual. Behavioral Research Lab, 1972. $17.98 per set. PT

Attiyeh, Richard E. Problems of Economic Stability and Growth (The American Economics Series, Book 3). Contents: workbook, testbook, teachers' manual. Behavioral Research Lab, 1972. $17.98 per set. PT

Attiyeh, Richard E. Taxes and Government Spending (The American Economics Series, Book 5). Contents: workbook, testbook, teachers' manual. Behavioral Research Lab, 1972. $17.98 per set. PT

Benner, Patricia Ann. Troubleshooter: A Program in Basic English Skills. With teacher editions. Houghton Mifflin, 1969. Books 1-7, $4.80. B

Berg, Paul C., Stanford E. Taylor and Helen Frackenpohn. Skimming and Scanning. 2 texts, 5 workbooks. EDL McGraw-Hill, 1962. $23.50. B

Blumenthal, Joseph C. English 2200, A Programmed Course in Grammar and Usage. Contents: 2 texts, tests, manual. Harcourt, 1964. 2 copies. PT

Blumenthal, Joseph C. English 2600, A Programmed Course in Grammar and Usage. Contents: 2 texts, manual, testbook. Harcourt, 1969. PT

Blumenthal, Joseph C. English 2600, Revised Edition. Text, testbook. Harcourt, 1962. PT

Blumenthal, Joseph C. English 3200, A Programmed Course in Grammar and Usage. Contents: text, testbook, manual. Harcourt, 1962. PT

Bobrow, Daniel. Basic Mathematics. 5 booklets, teachers' manual, supplement. Encyclopedia Britannica, 1962. $12.00.	B
Bolden, LeRoy. Safety (The American Health and Safety Series). Contents: workbook, test booklet, teachers' manual. Behavioral Research Lab, 1972.	PT
Civil Disobedience. 2 filmstrips, 2 cassettes with discussion guide. Guidance Associates, 1971. $39.00.	KT
Corcoran, Robert P. Popular Library Dictionary, Skillbook. Popular Library, 1972. $.87.	PT
Crouse, William H. Automotive Mechanics. McGraw-Hill, 1965. 616 pages. Free.	B
Crowhurst, Norman H. Basic Mathematics. Rider, 1961. Free.	B
Dickson, William G. Practical Problems in Mathematics: Automobile Trades. With teachers' key. Delmar. $1.59, $1.00 key.	B
Dickson, William G. Practical Problems in Mathematics: Electrical Trades. With teachers' key. Delmar. $1.59, $1.00 key.	B
Dickson, William G. Practical Problems in Mathematics: Machine Trades. With teachers' key. Delmar. $2.85, $1.00 key.	B
Dictionary of Occupational Titles, Volumes 1 and 2. With 2 supplements. 1965. $6.25, $7.50.	B
Do We Live or Exist? (By the Students). 1 filmstrip, 2 cassettes with discussion guide. Guidance Associates, 1971. $20.00.	KT
Drooyan, Irving and William Wooten. Programmed Beginning Algebra. 5 volumes. Wiley, 1971. $14.36 per set.	PT
Educational Developmental Laboratories. Listen and Read program. Tapes and workbooks. McGraw-Hill, 1966. FA-$139.50, GHI 1--$127.75, GHI 2--$127.75, JKL--$127.75, MN--$252.50.	KT
Efron, Alexander. Exploring Mechanics. Hayden, 1969. Free.	B

Environmental Math. Sound filmstrips. Contents: 6 filmstrips, 6 tape cassettes. Bailey Film Associates. $63.00. KT

Family Financial Education Program. Cobak Corporation, 1972. $.60 guide, $.35 workbook.

Freedom of the Press Today. 2 filmstrips, 2 cassettes with discussion guide. Guidance Associates, 1969. $39.00. KT

General Motor Corporation. *Hydra-matic 400, Principles of Operation*. General Motors, 1965. Free. B

Golenpaul, Dan, editor. *Information Please Almanac, Atlas and Yearbook, 1972*. Golenpaul Associates, 1972. $2.25. B

Guralnik, David B. *Webster's New World Dictionary, Elementary Edition*. Macmillan, 1966. 2 copies, $3.36 each. B

Hancock, John D., Miriam S. Olken and Dale G. Seymour. *Introduction to Modern Mathematics, Series 2*. 4 volumes. Behavioral Research, 1972. $9.95. PT

Hanson, Beatrice E. *Progressive Typewriting--Speed Practice*. Gregg, 1968. 2 copies, $2.34 each. B

Hemmerling, Edwin M. *Elementary Mathematics, Arithmetic, Algebra and Geometry*. McGraw-Hill, 1965. 3 copies, $7.95 each. B

Houghton Mifflin Action Series. Titles include: *Forces*; *Vibrations*; *Encounters*; *Challenges*; *Reactions*. 2 copies of each, workbooks available. Houghton Mifflin, 1970. B

Humanities: The Age of Dante and Giotto. 4 filmstrips, 2 cassettes with discussion guides. Guidance Associates, 1971. $44.00. KT

Humanities: The Age of Leonardo and Michelangelo. 4 filmstrips, 2 cassettes with discussion guides. Guidance Associates, 1971. $44.00. KT

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Sunset

Time

Transaction Society

U.S. News and World Report

Weight Watchers

APPENDIX G

Sample Learning Objectives

In Item 10 of "Projects," pages 236-241, we discussed developing learning objectives from Learning Site Analysis Forms and how projects are built from the objectives. The following appendix gives objectives derived from the LSAF displayed in Appendix M of ***Employer/Community Resources****. These objectives are divided according to specific LSAF pages to better show you how each part of the LSAF is interpreted for learning purposes.*

Normally, objectives will appear as a single list and learning managers will not take the time to designate the parts of the LSAF from which objectives are derived. For more examples of learning objectives, see Appendix C of this handbook.

LEARNING OBJECTIVES

The following activities have been written from the Learning Site Analysis Form for Brown Chevrolet *and reflect activities a student can do at that site.*

OBJECTIVES DIRECTLY RELATED TO JOB TASKS AND SKILLS

SPECIAL CONDITIONS

1. The student will demonstrate the ability to adhere to site requirements for appearance and safety.

MAJOR TASK: DIAGNOSIS

Sub-task: *"Read Work Order"*

2. The student will become familiar with work orders used on the site and indicate an ability to:
    a. read the work orders that communicate to the service manager and the worker the repairs that are needed
    b. write work orders; the student will either obtain copies of work orders to write on or make facsimiles and demonstrate an ability to write work orders that carefully describe the needs of the customer

3. The student will observe the ways in which the service manager discusses problems that the customer is having with his or her car; the student will observe the communication skills that are needed and also will be able to, when possible and allowed, take these descriptions and write them into work orders.

Sub-task: *"Use Electronic Diagnosing Equipment"*

4. The student will be able to:
    a. read instruments and gauges
    b. perform numerical computations from the oscilloscope
    c. add, subtract, multiply and divide with 100% accuracy as required for use of diagnostic equipment

d. read directions and manuals for testing equipment

e. write out results on work orders for recommendations for customer repairs

f. use electronic diagnosing equipment to determine whether or not proper repairs have been done

Sub-task: "Road Testing a Vehicle" (for diagnosing problems or determining accuracy of repairs)

5. The student will be able to:

   a. read the work order to know what to look for

   b. understand from other work orders the required work on a particular car

   c. write on the service order and discuss with other mechanics or the customer any repairs that are needed

   d. road test the car and determine by vibrations what repair might be indicated

   e. hear a "miss"

   f. listen and observe for wind leaks, and so forth

MAJOR TASK: ACTUAL REPAIRS

Sub-task: "Disassemble a Car for a Final Diagnosis"

6. The student will be able to:

   a. measure with 100% accuracy for size of replacement parts

   b. read manuals to determine types of repair needed

   c. read work orders to interpret repairs needed

   d. discuss with other line mechanics and the service manager the diagnosis for the disassembled car

   e. be able to read micrometers, calipers and other precision gauges

Sub-task: "Actual Repairing"

7. The student will be able to:

   a. compute the pounds per square inch using a torque wrench

   b. read three work orders

   c. fill out purchase order for parts

   d. use hand tools as necessary for particular repairs

Sub-task: "Reassembly and Filling Out Time Accounting Cards"

8. The student will be able to:

   a. compute and record the time required to complete a job to the nearest tenth of an hour

   b. read directions on forms

   c. become familiar with the system for keeping track of time on trouble-shooting jobs and be able to accurately fill in the forms to report this

   d. be able to read a time clock

MAJOR TASK: TESTING REPAIRS

Sub-task: "Electronic Retest"

9. The student will be able to:

   a. calibrate an oscilloscope

   b. compute information from numerical gauges

   c. read the gauges and instruments and demonstrate an understanding of how they operate and the type of information obtained from them

Sub-task: "Road Test"

10. The student will be able to:

   a. recheck a work order by road testing a car and writing the results of the test

   b. communicate to other mechanics and/or the customer the results of the road test

Sub-task: "Crediting for a Completed Job and Cleaning Up After Work"

11. The student will be able to:

   a. become familiar with the importance of cleaning tools

   b. write up final orders for turning in to cashier with the key

   c. identify any other tasks that are necessary in wrapping up the final job

OBJECTIVES DERIVED BY EXTENSION

12. The student will prepare a chart of the organizational structure of the service department that will include the positions of the service manager and other people he reports to.

13. The student will interview people at the site to get an overall picture of the range of jobs performed. (This could include mechanics, the service advisors, office staff and the general manager. The intent here would be for the student to become familiar with other positions that might be available in an operation the size of this one. This could include writing descriptions of key positions in the service department and in other departments and would include statements of major responsibilities for each person interviewed, typical tasks performed, basic education, training or experience requirements for each of the positions and any other data that would be necessary or important to the person being interviewed.)

14. The student will study the environmental issues associated with the automobile industry. (This could include what happens with used parts, oil and so forth, and the responsibility that industries, such as the automobile industry, assume in ecological problems.)

15. The student will research and present in some form the relationship of well-tuned engines to air pollution. (This could be a part of a more in-depth study of other ecological problems with pollution.)

16. The student will conduct research on taxation of automobiles. (Other research topics could be the laws which regulate a car repair business, such as any legal responsibility to guarantee repairs, price-fixing restraints and so forth.)

17. The student will conduct research on what kinds of considerations go into car design including functional and safety considerations, visual appeal and cost factors.

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